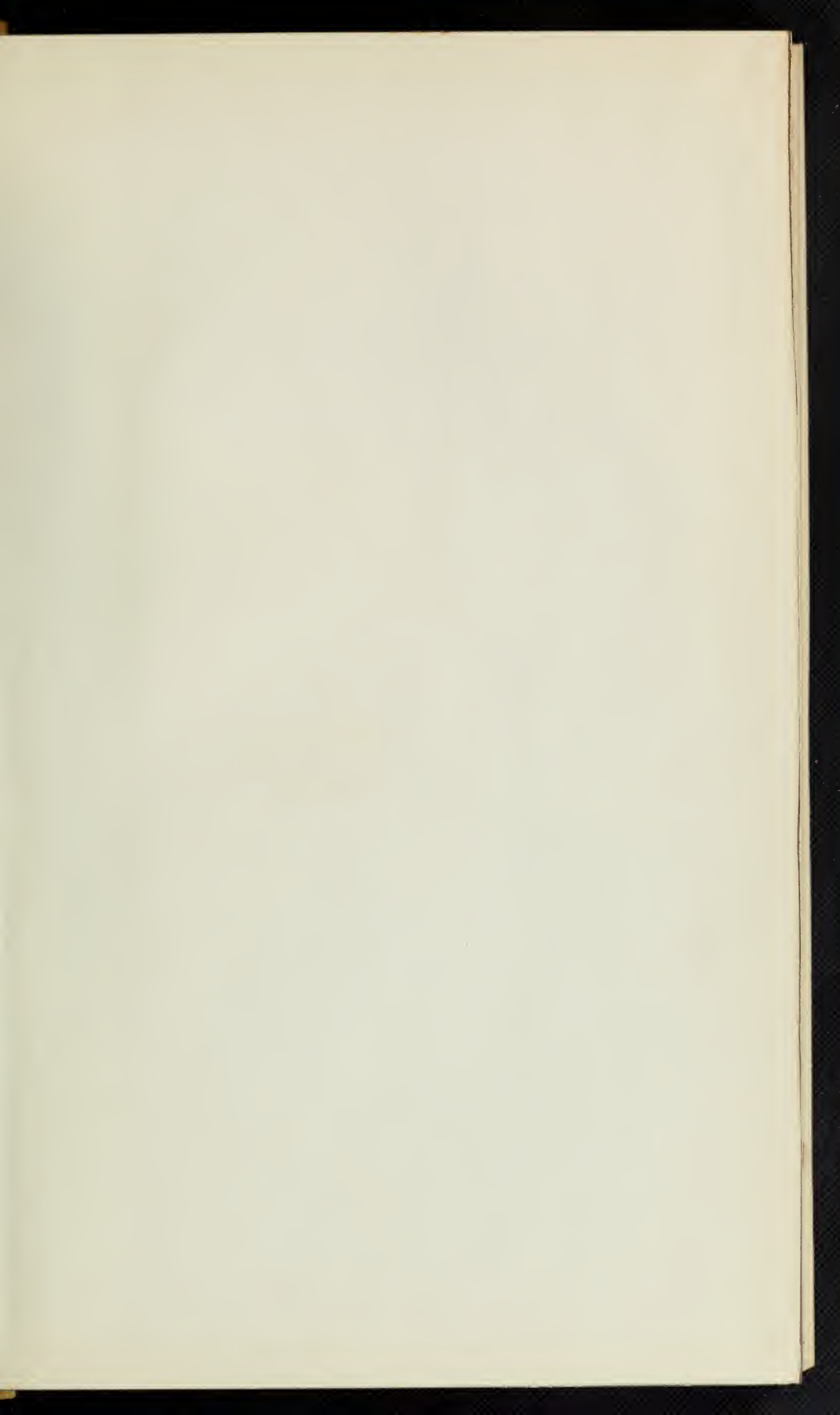


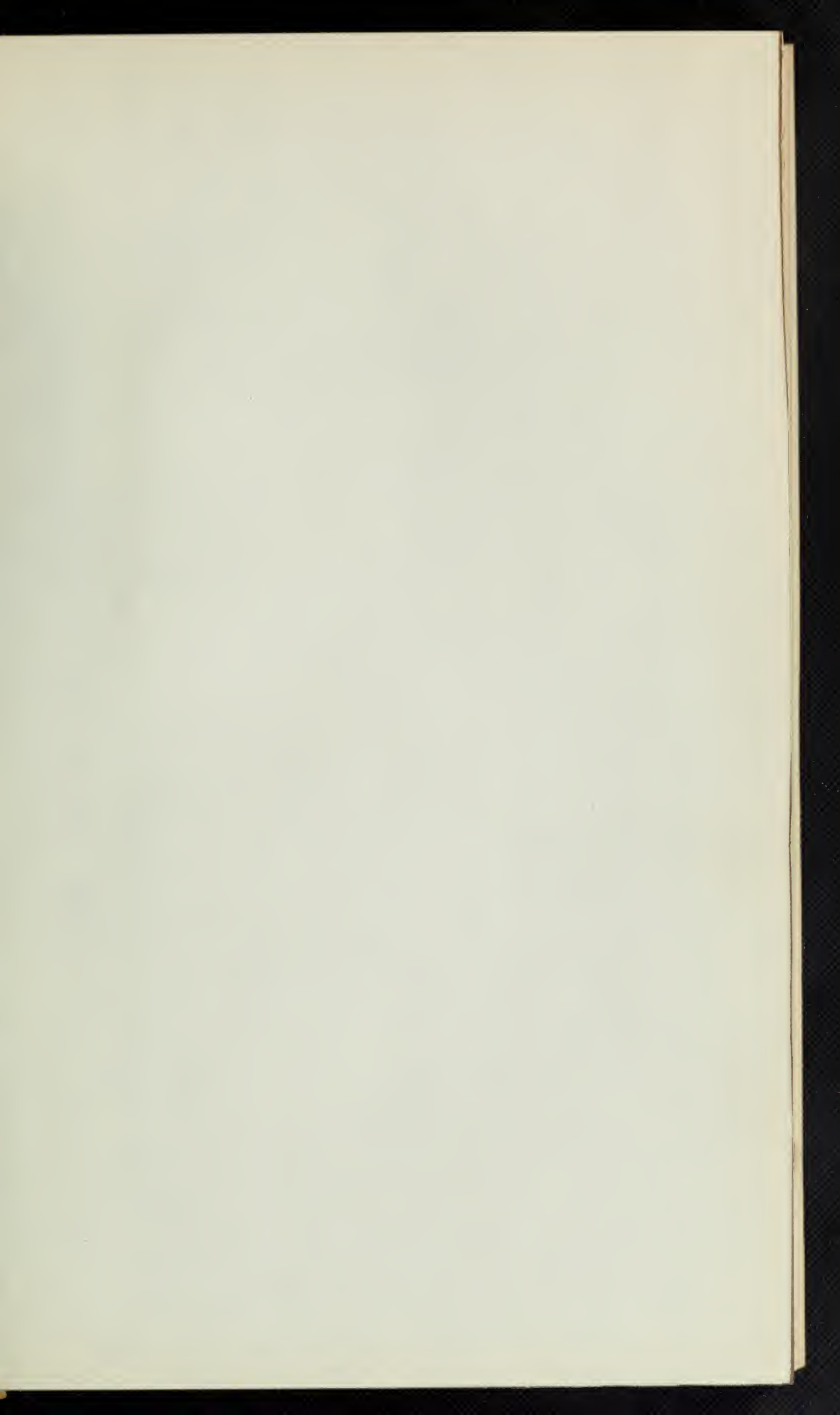


LIBRARY
OF THE
UNIVERSITY
OF ILLINOIS

C
Il6nTq
v.4-5







RECEIVED
OF THE
UNIVERSITY OF ILLINOIS
20 MAR 1915

124

THE ALUMNI QUARTERLY

OF THE
ILLINOIS STATE NORMAL UNIVERSITY

VOLUME IV FEBRUARY, 1915 NUMBER 1



Notice

This pink sheet indicates that your subscription to the Alumni Quarterly expired with the number of... Feb... 1915.

You are urged to renew at once. We shall follow the practise of sending the Quarterly until it is ordered stopped and all back subscription paid. We take it that this is what most alumni want us to do.

The Quarterly has no capital however and if many of the subscribers allow their subscriptions to run behind, we shall not have money with which to pay the printer.

The Quarterly seems to have passed all danger of failing and would be completely out of debt now if all back subscriptions were collected, so you need have no fear of sending in advance subscription. We always have more valuable material to print than we can pay for however, so just as soon as our income will permit, we will enlarge the publication.

Notice

That this notice is hereby given to all persons who are interested in the estate of the late John Doe, deceased, to come forward and claim their share of the same within the time specified in the notice.

The said notice was given to all persons who are interested in the estate of the late John Doe, deceased, on the 1st day of January, 1880, and the time for claiming their share of the same has expired. It is hereby notified that the said notice is hereby given to all persons who are interested in the estate of the late John Doe, deceased, to come forward and claim their share of the same within the time specified in the notice.

The said notice was given to all persons who are interested in the estate of the late John Doe, deceased, on the 1st day of January, 1880, and the time for claiming their share of the same has expired. It is hereby notified that the said notice is hereby given to all persons who are interested in the estate of the late John Doe, deceased, to come forward and claim their share of the same within the time specified in the notice.

The said notice was given to all persons who are interested in the estate of the late John Doe, deceased, on the 1st day of January, 1880, and the time for claiming their share of the same has expired. It is hereby notified that the said notice is hereby given to all persons who are interested in the estate of the late John Doe, deceased, to come forward and claim their share of the same within the time specified in the notice.

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS
20 MAR 1915

THE ALUMNI QUARTERLY

OF THE

ILLINOIS STATE NORMAL UNIVERSITY

JOHN L. PRICER, '99 - - - Managing Editor

ANNETTE B. COOPER, '98 - - - University and Student Life

FRED D. BARBER, '94 - - - Alumni Editor

MRS. W. A. COOK, 2150 Racine Avenue,
Chicago - - - Associate Editor

This Magazine is published in the months of February, May, August,
and November.

Subscription price fifty cents per year. Single copies fifteen cents.

CONTENTS.

Editorial	1
The Manual Training Department—A. C. Newell	3
The Growth of the Art Department—C. E. Ela	6
The Development of the Department of Music—F. W. Westhoff	8
Carrie A. Lyford and the Department of Household Economics— Grace Arlington Owen	11
The Country School Department—Edgar Packard	15
The Students' Loan Fund—David Felmley	18
University for the Quarter	19
The Alumni	34

ALUMNI OFFICERS

H. H. Russell, '08	President
Lora M. Dexheimer, '01	Vice-President
O. Lillian Barton, '99	Recording Secretary
George N. Cade, '10	Treasurer

EXECUTIVE COMMITTEE

J. Dickey Templeton, '73	Archibald Messenger, '13
Fred D. Barber, '94	

Entered as second-class matter May 8, 1912 at the postoffice at Normal, Illinois,
under the Act of March 3, 1879.

The Spellings recommended by the Simplified Spelling Board are used in this
publication.

62uTg
.4
5.1

The Alumni Quarterly

OF THE I. S. N. U.

Volume IV FEBRUARY, 1915 Number 1

EDITORIAL

THE REAL GROWTH OF THE INSTITUTION

The graduate of the Normal University of ten or more years ago, who returns to the campus today, will note, at a glance, many changes which have taken place here since his student days. Instead of the one stately building in the center of the north end of the campus, there is now, a row of three such buildings reaching almost entirely across the campus from east to west. The library has been moved from its crowded quarters on the second floor of the stone building to the old Training School Building, where it has ample room for expansion and for efficient use. The nursery shrubbery, which used to encumber the ninety-five-acre farm of the University, has all been removed, and a complete new and modern set of farm buildings and well-ordered fields decorate the landscape to the northwest of the campus. A rich growth of ornamental shrubbery clusters around the buildings on the campus. The old shed that used to stand near the North street entrance to the campus has been replaced by a commodious and beautiful building which serves the purposes of a book store and waiting station for street car patrons. Near this "Station Store" is the latest addition to the campus, in the form of the massive stone gateway built in honor of Jesse W. Fell by the Woman's Improvement League of Normal.

All these changes in less than a decade would seem to indicate a remarkable development of the institution. We do not believe, however, that these material signs of growth, or the mere numerical increase in the number of students and members of the faculty, can give any adequate notion of the real growth that has occurred in the institution during the last ten or fifteen years. The most remarkable feature in the growth of the institution is seen in the increase and variety of the programs of study, and the consequent multiplication of courses. This can be illustrated well by a single instance. In the year 1898-99, there were offered in the institution only six term courses in what we commonly call the natural sciences, viz.: Botany, zoology,

physics, chemistry, and physiology. The present catalog shows forty-two term courses in these subjects, besides twelve in agriculture and seven in household science. Thus, in fifteen years, sixty-one courses in science have come to take the place of the six.

In order that readers of the Quarterly may keep in better touch with this phase of the growth of the institution, we have planned to publish short articles giving the more important details of the growth of the different departments. Some of these articles appear in the present issue.

MISS PENSTONE PERMITTED TO RESIGN EDITORSHIP

Miss Clara Penstone, who from the first has been the efficient editor of the Quarterly, has, after much pleading on her part, been permitted to resign. Miss Penstone's work is in the high school department, and since this department has been moved from the Main Building to the Thomas Metcalf Building, she has felt that she is too much isolated from the rest of the institution to carry on, to the best advantage, the work of editing the Quarterly. No one has ever questioned the justice of her claims, and yet, it had been so difficult to locate a person who is in a better position to do the work that she has never been able to make her resignation effective until the present time. Until a proper person is found to take up the work, the present acting editor has agreed to assume the responsibility of both managing and editing the Quarterly, believing that the publication is too valuable, both to the alumni and to the University, to be allowed to perish for the want of an editor.

It is fitting to say in this connection that what the Quarterly is at present, and whatever of good it has accomplished should be credited to Miss Penstone's untiring efforts in its behalf far more than to those of any other person. During the first two years of the life of the Quarterly, she did all the work of editing, secured the advertising, and did much of the work that should naturally have fallen to the business manager.

PAY YOUR SUBSCRIPTIONS

As is evidenced by the facts stated in the above paragraph, the publication of the Quarterly is costing some one, in fact, several persons, considerable effort. All the work that is done on the publication is done by people who have already an over-burden of work,

and yet it is all done freely and without monetary compensation. In the light of this fact, we feel justified in urging all subscribers who are in arrears in their subscriptions to pay up promptly, for not the least of our troubles is that of getting together money enough with which to pay the printer each time an issue is published. If all our back subscriptions were collected, and all our advance subscriptions were paid back, we should have thirty or forty dollars left in the treasury at the present time, and this is a satisfactory surplus, but it frequently happens that our back subscriptions very much exceed our advance ones, and this causes a scarcity of ready cash. Do not read this call for help and forget it, but act at once.

THE MANUAL TRAINING DEPARTMENT

A. C. NEWELL.

Many of the readers of the Alumni Quarterly may be interested in the development and progress of the manual training department, now in the twelfth year of its history.

The growing demand for teachers of manual training caused the officials in charge of the school to secure a teacher and purchase an equipment during the summer and fall of 1903. Mr. W. T. Bawden, a graduate of the Teachers College, Columbia University, and a man of several years' experience as a teacher of manual training, was secured to take charge of the new department. Mr. Bawden soon showed his ability as an organizer and promoter, and although sentenced to be located in the lower regions of the old main building at the start, he soon had eighteen benches placed in the northwest basement room, and used an adjoining room for lumber and other supplies. A year or so later a band-saw, a lathe, and an electric motor were installed in the room with the benches.

From the very first the new department was popular, and besides the children from the training school and the men of the school, a large number of young women took the courses in manual training. This was, to a considerable extent, due to the fact that there were no courses offered by the university in sewing and cooking, and subjects of similar character which are of special interest to girls and women students.

There was great variety in the character of the projects made during the earlier years, but the aim underlying it all was the teaching of important tool processes in a logical order. The articles made were so planned as to develop two kinds of interest in the student: the

individual interest that comes from making something for one's self; and the broader social interest that results from constructing some article needed by the university, and which could remain in the school, with the name of the student attached, as a gift and memorial which would show the good will and skilful craftsmanship to all visitors and future students of the school.

Both Mr. Bawden and President Felmley realized that the manual training department was not properly housed for effective work, nor was there any chance for real development in the quarters where it was first located in a basement room of the old main building. Various plans were considered and finally the state legislature was asked for money to build a manual arts building which was to contain a large auditorium. The money was secured and the manual arts building was erected and first occupied in 1909. On the lower floor of the building are rooms for three shops, with bench equipment and machinery, a lumber room, a room for art metal and elementary handwork, an office, a mechanical drawing room with north light, and a pottery room with a kiln. On the second and third floors are rooms for cooking, sewing, art, physics and chemistry.

During the first year in the new building the manual training students spent a considerable part of their shop time installing the equipment in the new quarters. More benches were put in place; also new machinery, such as a planer, a jointer, a double arbor circular saw, a trimmer, and a mortise machine, was purchased and carefully located in the larger of the shop rooms.

During the summer of 1910 Mr. Bawden resigned to take a position at the University of Illinois at Urbana, and the writer of this article became director of manual training at I. S. N. U.

The attendance of students in the manual training department increased considerably in the fall of 1910. The same general plan of work was continued, and a more complete course in wood-turning and pattern-making was added. The equipment of the shop had not all been placed in the most convenient locations, and there were more tool racks to make and place on the walls, and dangerous belts to be covered to insure greater safety to the workers in the shops. The students gave part of their shop time to this work. The chief aim of the shop courses at first was to give the students a good knowledge of the various tool processes used in woodwork, and to have the work so organized that it would prepare persons for teaching in the seventh and eighth grades. A little later on the courses were so

arranged as to prepare teachers for high-school as well as grade work in manual training.

During the year 1910-11 the work had increased so that an additional teacher was needed, and Mr. M. J. Lyon, a graduate of the Stout Institute, was added to the teaching force. Miss Chamberlin, who had charge of the elementary hand work, in metal, pottery, etc., also resigned and Miss Richards took her place, remaining until 1911, when she resigned, and was succeeded by Miss Swainson, who is still with us.

Mr. Lyon was assigned the work in mechanical drawing, and has developed strong courses in mechanical drawing, machine drawing, and more recently architectural drawing. He has also had charge of the elementary wood working courses for the fifth and sixth grades. Knife work, formerly commonly used in these grades, has gradually given way to tool work of greater variety and much greater interest to the children. Toys and scientific models are made by the use of small sized tools.

To help in meeting the demand for more vocational work, a course in factory method furniture making has been required of manual training students in the second year. Tables, chairs, screens and other large articles wanted in different departments of the university are made by the students according to the factory method of piece work, thus enabling the students to obtain greater skill and speed and thereby turn out the desired product faster and better, especially where machine work is possible.

In the benchwork courses the old plan of having the pupils work from blue printed working drawings, and requiring all the students to make the same model, and have it the same size and the same shape as the blue print, has been practically abandoned. The students all learn the same tool processes and in practically the same order, but each one carefully designs all of his own projects. This is done on the theory that the hard thinking each one does in studying out the plan is valuable educationally, and the knowledge of the principles of design, which he learns in a practical way through their application, gives him freedom and independence and originality not obtained through the old type of "canned manual training" used a few years ago. The artistic taste of the students is very rapidly developed through this method of teaching.

Work in practical carpentry is gradually being made more practical and useful each year. The students learn how to use the steel square through rafter cutting, and in the making of small outbuildings

for the university farm. Our high school and eighth grade boys made an "A" shaped "pig cot" last year. Our present project is the "chicken brooder," several of which are being made by the students of agriculture who are taking manual training.

Our courses in the educational side of manual training are rapidly being developed. The course in the Organization of Manual Training includes a study of the various tools and tool processes, lesson plan writing, the philosophy and psychology of manual training, and shop equipments. The course in the History of Manual Training includes: a study of the early attempts to introduce industrial work in Europe and the writings of some of the great leaders and reformers; the Fellenberg or Manual Labor Movement in the United States; the Land Grant College influence; the Swedish and Russian systems; and the efforts of the esthetic, scientific and vocational movements in recent times in the United States. The latter part of the course consists of a careful study of courses of study, old and new, which have been or are being used by teachers of manual training.

The department has always been self-supporting, except for teachers' salaries and equipment, as the students are required to pay for all material used by them.

The demand for manual training teachers has been so great that many of our students take good positions when somewhat short of graduation, and this leaves only seven or eight who actually graduate from the manual training department each year. In addition to these specialists, quite a number of men, and a few of the women, graduate from one of the general teachers' courses, and have included so many courses in manual training with their general work that they are pretty well-prepared teachers of manual training.

Our graduates have been almost without exception very successful and hold good positions. Eight of them are now teaching in the public schools of Cleveland, Ohio; several are teaching in Normal Schools, and the others are, in general, well located in public school positions. A few are pursuing their studies in higher institutions of learning.

The future of the department appears bright, with other lines of work to be added in the near future.

THE GROWTH OF THE ART DEPARTMENT

C. E. ELA

To renew the growth and development of the Art Department in the Illinois State Normal University, it is necessary to look back-

ward more than fifty years. In 1862 Miss Osband was employd to teach Grammar and Drawing. In 1874 Miss Rosalie Miller took the Drawing work and the department was equipt with casts, models, desks and other supplies. Miss Miller was followd by Miss Bowman, who resignd in 1888.

During these years a large part of the work was private. Only one or two short courses wer offerd in the regular curriculum of the Normal School. Just as in many other schools of this time, the instruction was largely academic and the drawing was chiefly copy. But in the '80's an effort was made to adjust the courses to the growing ideas of a more general and universal knowledge of art. Gradually the movement that was to culminate in the vocational training of today was being generated. But it was always a severe struggle for a teacher trairnd in the old schools to meet the new conditions.

When a child in the Bloomington schools, we had our copy books in drawing just as we did in writing, but about the time I was in the seventh and eighth grades, Miss Ada McLaughlin, principal of one of the elementary schools, who had learnd a little of the real teaching of drawing, had awakend unusual interest in her pupils. While a student in the Normal School, that enthusiasm dropt, but when I came back to teach the seventh grade, I found the drawing books again. This time they were not copy books. While I was gone, their character had changed entirely. They wer now suggestiv outlines of study. The first page in my book required the drawing of three oblongs in certain places, definit sizes and shapes. While I may not hav learnd as much as I should at the old Normal, I must hav learnd that one cannot teach without something to teach. I said to myself "There is more here than I see, or I would not be askt to teach it." I set myself to learn what I could. My old friend, Miss McLaughlin, directed me to the Prang people. They said there was only one place in this country to go for the kind of work I wanted. And so I went to Boston.

Returning home, I was making plans to go to Minnesota, when my father receivd a card from Dr. Hewett saying, "If Clara is home, tell her I should like to see her." I cald at his home. He came to the door and without opening the screen said, "The drawing position is vacant at Normal and if you want it, I would like to see you have it." I was thinking seriously of the Minnesota school, which offerd a slightly larger salary, when my appointment came from Mr. Walker. I was young and little appreciated what I was undertaking. Perhaps Dr. Hewett did not hav any larger view of the future.

The Massachusetts State Normal School was as sound and thoro as our own. It was established on a broad foundation to teach the industrial as well as the Fine Arts.

With the two Normal Schools back of me, I went to work to put the Arts on the same footing as other subjects in our school. I believed there was as much to teach, as much to learn, that lessons could be assigned, problems could be solved, tests and examinations could be given just as in other courses of study.

Dr. Cook, as president, soon arranged to have all students in the first and second years of the Normal School due in the Drawing classes twice a week. Short courses in Working Drawings, Perspective, Color, Light and Shade and Art in History were organized.

The training school also developed at this time, and students were gradually assigned drawing classes in the different grades. The whole course of study was re-organized the year Dr. Tompkins was here and the Art Department scheduled regularly with the others. A year or two later, Dr. Felmley created the special two-years course for students wishing to become teachers of Drawing. In the 90's, the Drawing teacher generally fostered all the hand-work, crafts, sewing, and as much of the manual training as could be done without the shop equipment. It was in these things that Art found its function.

The Manual Training shop was opened in 1903. Miss Marjorie Chamberlin came in 1908 to take the elementary hand-work and crafts. The year 1909 brought Mrs. Helen Bryce Brooks, who started the Domestic Art Department, and in 1910 the Mechanical Drawing work drew Mr. Lyon here. This last year Mr. James came to share the responsibility of keeping the Arts ideas as strong as they must be to support and meet the demand the public is making upon the teachers for art things both in Industrial and Fine Arts.

Such has been the progress of Art Education in our school. It has been consistent effort to meet the growing needs of the American people. Today, the task is not done. It is not half completed, but we hope and believe we have started in the right direction.

THE DEVELOPMENT OF THE DEPARTMENT OF MUSIC

F. W. WESTHOFF.

Instruction, of one sort or another, in vocal music in the Illinois State Normal University, antedates, by a considerable number of years, the permanent establishment of a department of music. Even

in its earlier years the school offered its students some opportunity for practice in singing and for acquiring some knowledge of the elements of musical notation.

Without a special teacher employed for the purpose, the teaching of music fell to the lot of some members of the faculty who had some ability in this line. The subject was taught generally during one term of the year only, with two recitations each week. Occasionally a group of students would meet to practice some of the songs and quartets of the day, but usually without a teacher. Sometimes a musician from outside the school was called in to assist the students in some musical enterprise.

More often than not music was an elective study, and was taught somewhat intermittently. There were, in those earlier years, comparatively few city schools in this state in which music was regularly taught. Hence there was very little demand for musically equipped teachers. The question of the applicant's ability to conduct a recitation in music was rarely raised. But, as soon as the value of music study in the school gained a little wider recognition, a call for musically trained teachers was heard by the Normal School and efforts were made to respond to that call. In 1898 a special teacher was employed to teach music in both the Normal and Training departments. The year 1900 found the school without a teacher of music. During the summer of 1901 the Board again elected a teacher of music who should give his entire time to the teaching of this subject. A course of study was planned for the students of the normal department and one for the children in the training school. Music became a part of the school curriculum and a required study. The same general policy with regard to the music department, as fixed at this time by the President of the school, and the Board of Education, is still being maintained.

In the normal department two courses were offered: one for beginners, the other for the more advanced students. A considerable portion of each general exercise period was devoted to singing. The results attained were such as any school might well be proud of. The standard of ensemble singing reached during the first two years has not been maintained in our school, because of a lack of time for practice. During the second year an effort was made, with more or less of success, to organize and maintain during each regular term, a mixed chorus whose members might thus study a higher and better grade of music than can be used with a music-reading class or in a general assembly. From this, and repeated efforts sprang, finally,

the I. S. N. U. Choral Club. This organization was effected in December, 1906. Its first concert was given in February, 1907. Since then the Choral Club has given three concerts each year, without interruption. Its membership, which varies somewhat with each succeeding term, is from fifty to sixty-five.

Another musical enterprize fostered by the school, from which much good has come, is the "Summer Opera Chorus." During the first summer term, 1903, a chorus of about sixty voices, and soloists, all selected from the student body, prepared and gave in public Geo. F. Root's "The Haymakers." This operatic cantata was given successfully on the campus at twilight. Fully one thousand people attended the performance. This successful event became at once a precedent; for since that year no first summer term has past without its light opera. The average number of students taking part has been about one hundred. Girls' and Boys' Glee clubs have been regular institutions within the school during the past fourteen years. The ever-changing personnel of these small groups proves a considerable hindrance in an attempt to acquaint the singers with, and cultivate a love within them, for the better class of music. However, the glee clubs of today sing better than the glee clubs of ten or more years ago. This is in large part due to the fact that music is more generally taught in the elementary schools. The organization and maintenance of a school orchestra was first attempted with some little success in 1903. Each new school-year brought—or did not bring with it—a few students who could play somewhat upon the violin or cornet. An orchestra in school was largely a matter of chance. The teacher of music had little or no time to give to an individual who might wish to make a beginning. Such material as was at hand was utilized. There were lean years; also some fat years when we could boast of a ten-piece orchestra. Today we are proud of our twenty-piece orchestra that can, and does, discourse very sweetly and artistically, music which is worth while.

In 1909, a three-manual pipe organ was installed in the Auditorium. Since then, with an occasional exception, this instrument has been used in our daily general exercises. It is a question whether its great musical value to the school is fully appreciated by all.

With a demand for them, additional courses in public school music were offered in 1913. A two-year program, open to high-school

graduates, who wish to become supervisors of music, is now a regular part of the school curriculum.

In 1914 the Board of Education elected an additional music teacher. With two members of the faculty devoting all of their time to the musical welfare of I. S. N. U., another, and more far-reaching expansion in the department of music, was inaugurated.

Last summer the Board authorized the purchase of a small set of Band instruments. Accordingly, fifteen instruments of a first-class make were bought of the Frank Holton & Co. factory, at a cost of \$500. These, together with such instruments as are owned by students, gives us a band of twenty-four young men and women, who are diligently practising the art of making sweet sounds with the lip as a vibrating medium.

Thus, with a twenty-piece orchestra; a military band of twenty-four; a choral club of sixty voices; a girls' and a boys' glee club; four classes daily in public school music; eight classes in the training school; a high-school class and a good pipe organ, the music department of the Illinois State Normal University is quite fully equipped to do some excellent work.

MISS CARRIE A. LYFORD AND THE DEPARTMENT OF HOUSEHOLD ECONOMICS GRACE ARLINGTON OWEN

Carrie Alberta Lyford, head of the Domestic Science Department of the Illinois State Normal University, was appointed specialist in Home Economics in the Bureau of Education on January 15, 1915, by Franklin Knight Lane, United States Secretary of the Interior.

As this position carries a salary of \$2,500, with which the local institution is utterly unable to compete, besides offering a wider field for service, Miss Lyford has tendered her resignation to the Board and will assume her new duties in Washington, D. C., on March 16, 1915.

Members of the school, friends in Normal and Bloomington, as well as a wide circle of acquaintances throughout the state will agree the right woman has been chosen for this important office. At the same time, they regret the loss of an efficient instructor, a zealous leader in her chosen profession, and a personality rich with inspiration.

To one who has followed the course of Miss Lyford's career at Normal, it is no surprise to hear she ranked third in a competitive civil service examination held to secure a desirable person for this

government post. Applicants to the number of forty, from all parts of the United States, entered, and because of the excellence of her preparation and wide experience, she was one of two women chosen for work in the Bureau of Education. Her success has been the logical outcome of consistent effort, untiring endeavor, and unusual ability.

Entering the Domestic Science Laboratories at Normal today, the casual passer-by cannot realize the early conditions which Miss Lyford faced. The Manual Arts Building was but partially completed when the first class in cooking was organized. There were no white tiles on the desks, the wood-work was unfinished, the gas stoves had not come, and the girls with their instructor entered the classes after crawling under the rough scaffolding of the plasterers, who were busy in the long corridor. No dishes arrived and there was little heat, though the month was December. Gradually order arose, and each day some part of the new apparatus was greeted with delight.

By commencement, the department was the chief object of interest to visitors. It has remained so, and is a concrete illustration of Miss Lyford's skill in planning and organization. From the time when Dr. Felmley engaged her until her coming to Normal in December, 1909, she was busy supplementing the best arrangements found in the leading cooking schools of the country. She purchased the entire equipment, and with exception of the cabinets, which were designed by Mr. Bawden, the laboratory stands today as her contribution to the physical efficiency of the institution.

After this, came courses of study adapted to the needs of students in the Illinois State Normal University. With far-seeing wisdom, the devoted instructor established a broad, thorough, and comprehensive training, that has sent her graduates out into the schools of Illinois until now three hundred twenty are teaching in the grades, the High Schools, and Normal Schools. Their training has been practical and their success almost unvarying.

Probably one of the greatest aids to her classes has been the five pamphlets she has published: General Cookery, Invalid Cookery, Advanced Cookery, Food Notes and Household Management.

The books of recipes grew out of a card catalog system of her own invention, contrived while teaching in the Chicago School of Domestic Arts and Science. They have been in great demand by students and housekeepers, who have been glad to have tested and thoroughly accurate directions. True to the principles of the institution, the cook books are printed in Simplified Spelling. One dear old lady,

when her daughter took her a copy at Christmas, said: "Miss Lyford's recipes ar so good, I am willing to fool with this queer spelling that calls an **egg** an **eg**. That's the only reason I do, tho."

Last year at Teachers College, Columbia University, the notes on Household Management wer given to the clas in that subject as reference, because the amount of research work, the compilation of available material and suggested readings, was far in advance of any one text.

Another feature of Miss Lyford's attainments is found in the exactness and precision with which all her clas lessons ar pland. The entire year's work can be inspected in a few minutes. During the last six years, she has had six substitutes and two assistants in her department, the substitutes taking the terms when she was on vacation or leav of absence. All hav found the work redy to their hand. A young woman who had the most intimate knowledge of the workings of the cooking school, said: "Everything is pland so perfectly a person with no special training ought to be able to teach a week here at any time, while any regular Domestic Science teacher has a snap."

Those who plead the cause of vocational training at Normal in the days before it was on every tung, dreamd dreams and saw visions. They thought of a hot lunch at noonday for students coming from a distance. They hoped for banquets, dinners, lunches and teas practist on a scale never before attempted. It had become a common remark, "We'll hav that when we get Domestic Science." So to the burden of the clas work was added the responsibility of supervising and actually preparing numerous repasts, ranging from those at which four wer present, to one laid for 200 guests. Alumni dinners, Founders' Day banquets, dinners for the School Masters' Club, the County Superintendents', the State Board of Education, May Day Brekfasts, and entertainment for the bi-ennial visit of the Legislature hav emanated from the department guided by Miss Lyford.

Sitting at the receipt of custom, she has been consulted by every organization in school on the ever recurring topic, "What shal we hav to eat and how shal we serv it?" With all this extra activity has come the necessity of keeping intact the working equipment of the laboratories. It has been no small task to keep china, linen, glassware, and kitchen utensils redy for clas and individual use, and at the same time maintain the high standard of clenliness and order that has made the visitor to the Manual Arts Bilding pause and exclaim: "How I wish I could work in this Cooking School!"

It was Miss Lyford who made the school lunch a reality. With

from fourteen to sixteen girls, she has served each fall term a well-balanced meal at the cost of the food materials. Beginning with forty in 1909, the number of guests reached eighty this year, and many were turned away.

When the Thomas Metcalf Building was opened, a laboratory for the High School was ready for us, as well as a laundry open to all students for personal privileges, while a carefully contrived course in the best methods of laundering was offered to the students in the Household Arts Course. This was again the work of Miss Lyford.

Organization outside of the school asked and received a share of this conscientious instructor's time. Each year she has spoken before the McLean County Farmers' Institute. She has given practical demonstration in Cookery before the Woman's Club of Bloomington, at the Chautauqua in Kirksville, Mo., for three years, and addressed the State Meeting of the Farmers' Institute at Ottawa, and gone to all small towns within an easy radius of Normal. With all this, she has taken time to enter the social life of the school. The Science Club has found in her a worthy president, and all forms of society life have known her interest and support. Strong in her ideals, faithful unto the last and loyal beyond measure, those who have wrought and taught with Miss Lyford know the high merit of her calling, the fine flavor of her spirit and the utter disregard of self that dominate her character.

To her new work she brings an experience based upon a varied experience. Graduated from the State Agricultural College at Corvallis, Oregon, she was employed for a time in that school. Teaching in the State University of Idaho was followed by a year at Oread Institute, Worcester, Mass., from which institution she was graduated. This was succeeded by work at Drexel Institute, Philadelphia, Pa., which brought her a Household Science diploma. Teaching at the Michigan State Agricultural College, Lansing, Michigan came next; then the Chicago School of Domestic Arts and Science claimed her. After that came the Normal position. In 1912 and 1913, a year's leave of absence was granted to Miss Lyford and she spent the time at Teachers College, Columbia University. Here she obtained the degree of B. S. and a diploma in Household Arts Education. During this year the opportunity came to her to assume the Directorship of the Domestic Science Department at the Albany State Normal, and a little later one of the largest eastern High Schools tried to secure her services. But, feeling Normal had first

claim upon her, after a year of study she returned to give her energy and strength to the upbuilding of the department she had started.

With the courses here established firmly, Miss Lyford goes into Government service with a record of work well done. She will be required to travel widely, inspecting the conditions in schools all over the United States. While in her Washington office, she will devote her time to preparing bulletins upon special phases of Domestic Science and answering letters of inquiry that reach the Bureau of Education. There will be many addresses to be given before educational assemblies, and her decided talents will undoubtedly find full play.

Her colleagues and students in the Illinois State Normal University salute her passing. They would bid her hail and farewell. Much is taken from them in her going. Yet much abides. She has shared their long day and they know in her one who keeps the faith of a high calling, who hands on the fire of aspiration and goes forth "to strive, to seek, to find and not to yield."

COUNTRY SCHOOL DEPARTMENT

Since the time that the Normal University was established its students have to some extent gone to the country to teach. Indeed, this country service has, in many instances, furnished the necessary income that enabled the student to return and finish his course. A large percentage of every graduating class has experience in country schools. However, the purpose that animated these young people in normal school work was not to prepare for doing this teaching in the country, but rather to get away from that work and secure a place in the city schools where they might get more pay, longer terms, and better opportunities for advancement. While normal schools gave training to a large number of students that afterwards used their skill in country schools, yet in no small sense it was plundering these schools in that it was helping the best country teachers to get into some other part of the service.

Normal schools were not the only forces that were operating to the disadvantage of these schools. The schools in the cities and villages were equally guilty. They have been having a wonderful growth and were unable to secure an adequate supply of teachers from the normal schools. They turned to the country and took those teachers who, by their great natural endowments and their self-training, had learned "to do by doing." When the country district was thus despoiled of its good teachers, whether by the normal school or by the city

school, it could do nothing but employ some boy or girl living in the district and begin again that process of training a teacher by service—a process always costly and sometimes impossible. The trouble did not stop here. Those country patrons, who were the most ambitious for the education of their children, felt seriously this change from an experienced teacher to an inexperienced one. They took their children out of these schools and sent them to the city or village for their education. As a rule these parents had the highest educational ideal in the district, and when they took their children out of the country school they also removed their ideals from the country schools. Matters went from bad to worse rapidly.

But American life is so nicely adjusted that no downward tendency can long continue until there is a counter movement. From the president of the United States, and from the governors and the state superintendents of the various states came the call for a larger country life and a better country school. Prophets arose among the people themselves and went forth everywhere preaching repentance to those who had charge of these schools of the country people. The response has been gratifying indeed. The growing complexity of country life set about to secure a school that would help it to meet the increasing demands made upon it. The great industrial forces of the country were more than willing to pay a tax designed especially to awaken country communities; for they saw in this awakening more business and more profit. And the normal schools, ever sensitive to every educational need, took up the responsibility of rural education. In September, 1911, Normal University established the Country School Department and assigned to it the study and the solution of this rural problem. Miss Mabel Carney, a genius in all matters pertaining to country folk, was made director of this department, and for three years the full power of that unusual personality was employed in organizing a department that would be in harmony with modern demands.

Three new programs have been established, known respectively as programs "M," "N," and "O". Program "M" is arranged to accommodate those who wish to prepare for country teaching and who have had at least two years of high school work. One year of study is required to complete this program, and its completion carries with it under the new law a recommendation for a teacher's third grade certificate. Program "N" is arranged to accommodate those who, though graduates of the eighth grade, yet have not had at least two years of high school work. It requires two years of study to complete this

program and its completion also carries with it a recommendation for the teacher's third grade certificate. Program "O" is provided for those who have completed programs "M" or "N." It requires three years of additional study, and its completion gives the candidate the regular diploma of the school.

These programs are composed in part of courses already in other programs and in part of new courses. Among the new courses there is one in "Country Teaching." This takes up the state course of study and discusses what is to be taught in country schools and how to teach it. Colgrove's "The Teacher and the School" is read in connection with this work. Another new course is "Country School Management," in which a study is made of the school equipment, school room, decoration, seat work, bulletins, and helps. A third new course is "Rural Education." This is a study of the school community and of the things that may be done to develop the social and economic phases of its life. The text used is Carney's "Country Life and the Country School." There are many more new courses in Agriculture and Economics that are available for country school students.

That this department is popular is evidenced by the fact that ninety-one have been enrolled during the present winter term. Seventeen are young men and seventy-four are young women. The department maintains a country club that meets every other Tuesday evening. These meetings are open to all and are well attended. The members usually furnish the program, but sometimes outside talent is invited in.

Last summer Miss Carney left the department to accept a position as supervisor of the high school teacher training work for the state of Minnesota, and Mr. Edgar Packard was appointed to fill the vacancy. At one time Mr. Packard had charge of the normal department in the seminary at Onarga, Illinois. Later he taught in the normal school at River Falls, Wisconsin for three years, and still later taught in the normal school at Oshkosh, Wisconsin. For the last five years he has been principal of the county normal school at Berlin, Wisconsin. His first work in this new field was a careful study of the country schools in eleven different countries in Illinois. In each of fifty-three schools he spent an entire day, and he made short visits to about twenty-five more. Although the material gathered was for the state survey, yet it is being used to make the country school courses just as practical as it is possible to have them.

The Country School Department has a bright future. The state certifying law is certain to become more and more exacting in regard

to the preliminary training of country teachers. Already some states are requiring two years of normal training before a teacher is given his first certificate, and sooner or later some such law will be enacted in Illinois. When that time comes the crowded conditions that prevail here during the first summer term will be with us the year round. The hope is entertained that, when such a measure is enacted into law and the crowds of prospective teachers do start our way, then the Country School Department will be prepared to receive and care for all who may wish to attend, and, too, that it will not be necessary as it has been in some other states to thrust this work of training country teachers over on to the high schools which are already burdened with all of the problems they can possibly solve.

THE STUDENTS LOAN FUND

EDGAR PACKARD.

The Students Loan Fund of the I. S. N. U. was established in 1903. Letters were sent to the alumni asking them to contribute one dollar each to a fund to be loaned to senior students for one year at four per cent. in sums not to exceed one hundred dollars. Gifts of from one to fifty dollars each have been received from 108 alumni. The total receipts have been:

From individual alumni.....	\$ 231.70
From the Alumni Association.....	108.16
From various student organizations.....	645.23
From the faculty.....	151.65
From accrued interest.....	279.01

Total\$ 1415.75

In 1907 the Central Illinois Teachers Association loaned three hundred dollars to this fund, the interest earned to be paid over to the Treasurer of the Association. This loan was recalled in June, 1914. In all \$61.84 of interest was paid to the Association.

From the fund loans have been made to 143 students. Twenty-two of these loans are still outstanding. No funds have been lost.

During the past two years the fund has made but little growth; the literary societies and graduating classes are finding other uses for their treasury surpluses. Yet the continued growth of the school makes a larger fund desirable. Loans have been refused to worthy students because of an empty treasury. We suggest this as a suitable object for the benefactions of grateful alumni.

UNIVERSITY FOR THE QUARTER

Meeting of the Board of Education

The proposition to ask the Illinois legislature for an appropriation to erect a woman's bilding or dormitory on the campus of the Illinois State Normal University was presented to the state board of education at its December meeting, and was acted upon in a favorable manner. The board voted to ask the legislature for the sum of \$150,000 at its next session. This wil make a big improvement for the school, this being the only state institution of the character of normal university without such a bilding.

Some objection has been raised by certain people of the town, these contending that it wil hurt the chances of women in the city who earn their livelihood by housing and boarding students. The growth of the school has been such, however, as to make the future bright, and it is thought the 120 women who wil be roomed at the proposed new structure wil be fully made up in the extension of the school. It is known that quite a number go to other schools only because of the lack of a dormitory here.

Report of Committee

The report of the committee of the board, which has been making an investigation of dormitories, was red and approved. In this report the salient features of the improvement ar brought out as follows:

"The state normal school at Charleston eight years ago was granted \$100,000 for the construction of a woman's bilding. Four years ago \$75,000 was granted to the Southern normal university and an equal sum to the Western normal school for women's dormitories. Two years ago

the legislature appropriated \$125,000 to the Northern Illinois state normal school for a dormitory and \$100,000 to this institution. The latter bil was vetoed by the governor. The state university has receivd two appropriations, one of \$75,000 and another of \$125,000 for the erection and enlargement of its woman's bilding.

"We recommend the sum of \$150,000 be requested of the legislature for the construction of a woman's dormitory, and that this board use every effort to secure the passage of this bil. Altho this is the oldest normal school in the state and enrolls in the course of the year many more women students than any one of the other normal schools, many more, in fact, than the state university, yet this institution is the only one of the six mentiond without a woman's bilding. Thruout the eastern and northern states, and to a considerable extent in the southern and Pacific states, bildings to house the women students ar considered an essential part of the normal-school plant, and such dormitories hav been in operation in the east for many years, and hav multiplied rapidly in other sections of the county within the last decade.

Purpose of Dormitory

"The purpose of the dormitory is not merely to serv as a home for a portion of the women students, where they may obtain board and lodging of good quality at a lower price than is likely to be provided by private boarding houses, but it is to serv as a social center for the women students of the institution. Modern dormitories ar always provided with large

reception rooms where social gatherings of the students may be held.

"We recommend that the available rooms in our proposed dormitory be reserved for the young students who are coming to Normal for the first time; that there be quartered in the dormitory along with these a small number of senior women, chosen by the dean of women, who are especially fitted by social experience, by helpful dispositions, and by the spirit of comradeship to render the most helpful aid to the young girls in their relations to the normal schools.

To Care for Two Hundred

"It is recommended that while the dormitory itself will afford suitable rooms for from 100 to 120 students, the dining room and kitchen facilities should be ample to care for at least 200, and that the arrangement of the dining room and reception parlor shall be such that a banquet of 400 plates may be served within the building.

"The building should be of fire-proof construction provided with fire escapes. It should be three stories in height. It should be equipped with elevators, a steam laundry, an individual laundry which the girls may use for their own work, cold storage rooms, and all the other equipment for the efficient hygienic housing and victualing of students.

Rooms for Teachers

"It is recommended that rooms be provided for a few of the women teachers who may wish to reside in the building, they to share with the dean of women and the matron of the house in the oversight of the conduct of the students. The management should be in charge of a matron who will have complete oversight of the care of the rooms, of the kitchen and laundry; it will be her business to collect the funds due from the students

and to make all purchases subject to the approval of the president of the university, and report all bills to him for payment. There should be a head cook with assistants, some of whom may be students. The waiting upon the tables in the dining room may properly be done by the young women students themselves, they taking turns in this function. It is to be hoped that a considerable body of young men will board in the dining room.

Charges Uniform

The charges for board should be uniform, the charges for the rooms should be scaled according to the desirability of the rooms. It is probable that at present market prices the cost of board and room would vary from \$4 to \$4.50 per student. At any rate it should be sufficient to pay all current bills for maintenance, including the maintenance of rugs, furniture, linen, bedding and the repairs upon the building, the salary of the matron and the wages of all other employees.

"It is expected that the sum of \$150,000 will be needed to build a dormitory of sufficient size to house a fourth of the students ordinarily attending the Normal university. This sum would not only pay for the erection and adequate furnishing of the dormitory, but all associated expenses for grading, the planting of shrubbery, the building of walks, the steam main and heating plant, and the complete equipment of the dormitory itself."

Student Fee System

With the idea of financing the various societies and organizations of the Normal university, the state board of education voted to have each and every student at Normal university pay a fee when he or she enrolls at the school. A characteristic feature in

the modern college is the multiplicity of student activities. In Normal university at present there are four literary societies, two Christian organizations, an oratorical association that carries on contests in declamation, oratory and two inter-state debates, a lecture association, a weekly newspaper, an alumni quarterly, a senior class annual, a choral club, four glee clubs, a brass band, an orchestra, a dramatic club, a nature study club, a country life club, a science club, a students' dancing club, a tennis association, besides an athletic association that puts in the field two football teams, two basket ball teams, a baseball team, besides providing track athletics.

In all educational institutions except the very large ones the financing of all these enterprises is a serious matter and the practice is becoming general of requiring from the students an annual fee sufficient in amount to support all these student enterprises. In this institution some of the activities are limited in the number of persons interested, others include almost all the students and are of such general educational value that it is the desire of the faculty that practically all the students shall participate in them. If a student buys a ticket to the lecture course, takes the Vidette, buys a term ticket for the football, basket ball and baseball, attends the annual contests of the literary societies, the inter-state debates, the oratorical and declamatory contests, and the musical concerts he will pay an aggregate of \$6.50. If just half this sum is paid by every student the various activities can be satisfactorily financed with the additional income from the faculty and others.

The board, after hearing of the facts, voted that an incidental fee, not to exceed \$1.25 per term, be required

of each student, to be paid at the same time as is the registration fee. The incidental fees are to constitute a fund to be apportioned among the various student activities by a committee of faculty and students.

New Heating Plant

The forty-eighth general assembly appropriated \$30,000 for the erection of a new heating plant. This plant is not imperatively needed for the present group of buildings, but as soon as a woman's building and other buildings are added the present plant will not only be inadequate in capacity, but badly located. Heating plants, according to present day methods, are placed, when practicable, upon low ground, in order that there may be gravity return for the condensed steam. Last June, upon request of the board, Mr. E. Volk, a heating engineer in the employ of the state architect, was sent by this official to inspect the Normal grounds and buildings and make recommendations in regard to the location of the heating plant and future buildings. He recommended that the new power house should be down in the southeast corner of the campus, in the triangular piece of ground which is cut off from the remainder of the grounds by the street car tracks. It will be so located that a spur can be taken from the city car tracks for coal supply. This site is about thirty feet lower than the grade line of the main building.

The engineer recommended that a tunnel with supply and return mains be built from the new heating plant to the present boiler house and that the present distribution lines from the present boiler house shall remain in use. A branch taken from this main to the west side of the campus will supply a future woman's building, men's gymnasium and science hall,

which will be needed in the near future if the local institution continues to grow.

The cost of the new power plant is estimated at \$38,362, which makes more money necessary. It was requested of the board and approved by it that work begin within the next nine months, otherwise the money appropriated will lapse into the state treasury after October 1. An additional \$10,000 will be needed and asked for and the work completed as far as possible with the money on hand until more is granted.

University Farm

President Felmley reported to the board the progress which has been made in the work at the university farm. A description was given of the various buildings erected and of the work carried on at the farm. The farm stock now on hand includes twelve pure-bred Duroc-Jersey swine, 125 Plymouth Rock chickens, four young Percheron mares, two of them imported; twenty-two head of Holstein cattle, three of them registered.

The farm operations are intended to demonstrate good farming methods with due attention to fertilizers and rotations. Wheat, oats, corn, clover and alfalfa are being raised. All of these crops except the wheat are to be fed upon the farm; for the live stock another year will consume more than the farm produces. The dairy has already proved a success.

The special classes in agriculture in the school contain nearly fifty students. Four men are rooming at the farm house and feed and care for the stock morning and evening. Each man works from three to four hours per day and receives a compensation of 17 1-2 cents an hour and the further advantage of board and room at \$3.75 per week, which is \$1 lower than prevailing prices in Normal.

The practical demonstration afforded by the farm in soil treatment, crop raising and animal husbandry vitalizes and strengthens all of the instruction to give the best sort of training, technical and professional, for high school teachers of agriculture.

Leav of Absence for Faculty Members

On recommendation of President Felmley, the board voted that any teacher who serves the school seven consecutive years, may be granted a year's leave of absence for travel or study on one-half the regular salary, provided he agrees to return and serve an additional three consecutive years. He may be released from further service, however, if he pays to the institution the half salary advanced or the proportionate part of the half pay granted. In explanation, if a teacher takes a year's leave and returns for a year's teaching, then desires to take a position elsewhere, he is obliged to pay back two-thirds of the half pay.

Any teacher or employee may hereafter take a year's leave without pay at any time, provided it is sanctioned by the president. One week's pay will be granted in case of illness or attendance at teachers' meetings, but longer time puts the teacher liable to an entire or part loss of salary.

Exposition Exhibit

Normal University will have an exhibit at the Panama exposition to be held this year at San Francisco, Cal. A sum, not to exceed \$1,000, will be used for this purpose. A model of the grounds, buildings, drives, location of trees, etc., has been made, together with charts to give one some idea of the work of the school.

Attendance

President Felmley reported that the attendance at Normal at present is seventy greater than at a corres-

ponding time last year, showing in a way the growth of the school.

Teachers

The committee on teachers recommended that three extra teachers be employed for the mid-spring term and thirty-eight extra teachers for the first summer term. The committee also approved the appointments of the following new teachers: Arthur R. Williams, A.B., director of commercial department; Harold Francis James, director art department; Minerva C. Hall, assistant in music; Idella R. Berry, training teacher in third grade; Constance Smith, assistant in kindergarten; Chester Milton Sanford, A.B., professor of public speaking.

Few of the alumni, unless they have studied the annual catalog, are aware of the expansion of the program of study provided by the State Normal University. The different twelve-week courses now number 284 in the Normal School and Teachers' College.

Psychology and Education, 19.

Mathematics, 25.

Commercial branches, 8.

Physics and Chemistry, 19.

Biology and Physiology, 23.

Geography, 14.

History, 18.

Political Science, 5.

Economics, 9.

Literature, 15.

Grammar and Composition, 12.

Reading, 11.

Latin and German, 24.

Music, 6.

Art and Design, 19.

Manual Training, 10.

Home Economics, 14.

Agriculture, 12.

Physical Education, 11.

Kindergarten Instruction, 8.

These courses sometimes differ only in their adaptation to students of different grades of ability, but usually they represent distinct areas of subject matter with very little overlapping.

Forty-six are intended for students below the level of high-school graduation.

Forty-eight are for high-school graduates but require preceding study of the subject during the high-school course.

Fifty-two are for high-school graduates who have taken certain pre-requisite studies in their high-school course.

One hundred thirty-eight are advanced courses depending upon pre-requisite studies in the normal school or teachers college curriculum.

In the summer school of 1915 the program provides 138 courses, 125 of which are identical with courses offered in the regular terms.

On January 19th and 20th the county superintendents of Central Illinois

met at Normal in

County their annual conference with State Superintendent Blair

and the faculty of the I. S. N. U.

Pending school legislation and the interpretation and enforcement of

some of the recent school legislation formed the basis of the discussions

during the first day and the forenoon

of the second day. The evening session

was given up to a discussion of the country school problems and the

relation of the Normal School to them. Professor Packard, head of the

Country School Department, read a

very interesting paper, giving an account of his observations of some of

the best and some of the poorest country schools in Illinois which he

visited during the fall term.

For the past two years the university has followed out a plan of so-called "extension work" for

University those teachers in the
Extension Work field who are desirous of keeping up

with their technical education, or who wish to do work that will give them credit towards graduation.

In order to accommodate those who teach during the regular school year the plan has been adopted for some member of the faculty to have out-of-town classes with whom a two-hour period is spent one day in each week for a period of fifteen weeks. The class is made up of a group of teachers in a city who wish to study some particular phase of education.

Prof. H. H. Schroeder, of the university faculty, is the one who at present has charge of these out-of-town classes. On Mondays he goes to a class of teachers in Clinton, on Tuesdays to Pontiac, on Wednesdays to Dwight and one day to Joliet. All the classes range in size from twenty to thirty. In three of these places the school boards pay the traveling expenses and in the fourth the teachers club together and thus secure the services of a teacher at a very low cost compared to what it would be if the teachers were obliged to attend school at some institution.

During ten weeks of the fall term, the household science department at the university served

Noonday noonday luncheons
Lunches to from eighty to ninety students. The

plan served two purposes. Those students living in Normal, but at such a distance from the university as to necessitate the carrying of lunches, and also many Bloomington students, were by this plan enabled to secure a hot noonday lunch, and practically at

cost. Then, too, the senior girls in the department experienced the greatest practical benefit, because to them fell the duty of planning the menu for each day, the ordering of foods, the learning of the cost of materials, and so forth.

Altho this was an accommodation to many students, concerning the consumption end of the luncheon, yet the most important part was that of valuable educational results to those working in the department. Now, altho important from all standpoints, it was found that the amount of work which fell to the duty of the more mature students was too involved when consideration was given to the plan for having similar work done by the senior girls of the high school, who are in the household science department.

Therefore it was decided to open a cafeteria in the domestic science department of the university high school building. The opening was on Monday, January 11, at noon and from then on for ten weeks lunch will be served at a noon cafeteria. The work is under the supervision of two senior girls of the university, and the work is carried on by eight senior girls of the high school with the same educational purpose in view, and with the slightly less important, but as substantial purpose, of accommodating from sixty to eighty hungry and appreciative students.

Dr. J. T. Hurty, secretary of the state board of health in Indiana, gave us two very delightful

The Hurty ful and helpful lec-
Lectures tures during the last week of January.

His subjects were: "The Gospel of Hygiene" and "How to Build a Strong Body." Dr. Hurty has been very largely responsible for the very pro-

gressiv helth legislation in Indiana, and he has a most remarkable ability in pointing out our inconsistencies in our common attitudes toward matters of human helth. In one of his lectures he gave a little allegory entitled: "The Little Mother and the Fat Hog." In this, he showd that the state was able to do nothing for the little mother of several children when she found that she had contracted tuberculosis, except to promis her that after she died, it would send her children to the orphanage, but in the case of the fat hog, which discovered that it had contracted cholera, both the state and the nation came redily to its aid, furnishing, free of charge the servises of the most expert veterinarian and the latest scientific treatment.

A rare treat was afforded on the evening of November 25, to the university faculty club and to friends and educators of the twin cities in an unusually interesting address given by Dr. W. T. Bawden, who is the specialist in vocational education and is connected with the department of education at Washington, D. C.

Previous to the formal program an informal reception was held to welcome Dr. Bawden, who formerly was director of manual training at the university.

Dr. Bawden's talk consisted mainly of the narration of his work while connected with the board of arbitration that settled the controversy between the manufacturers and the unions interested in the suit and skirt industry. It will be rememberd that a serious strike involving many thousands of workers and manufactories engaged in the suit and skirt industry was finally settled thru a board of ar-

bitration. Dr. Bawden was at that time entering his final year's work for the doctor's degree at the teachers' college, Columbia university, New York City.

The proposition was made and agreed to by the board of arbitration and the university that Dr. Bawden make a detaild study of conditions in the suit and skirt industry.

He told in detail of how he collected facts and figures from all grades of the workers in the various branches of the industry and then tabulated this information in a form in which it could be used in the settlement of the controversy. He took two branches of the industry, representing the highest and the lowest clas of workmen, and reduced the material from them to the form of a questionnaire. Then he interviewd the employers, and finally reduced the questions to those which neither side objected. In this way both sides of the controversy wer brought upon a common ground of understanding and at last a working agreement was reacht.

Folloing the address of Dr. Bawden a social meeting was enjoyd, during which refreshments wer servd.

The Faculty Teas which ar held in the art rooms of the Manual Arts

	bilding on every
Faculty	Tuesday afternoon
Teas	during the winter
	term constitute one

of the most delightful social features of the year. These teas ar arranged by the women of the faculty and the wives of the faculty men. Tea is servd, a short musical program is renderd and usually some group of students, such as the society contestants, or the debating teams, ar made the guests of honor. The art rooms ar generally fild with students and

members of the faculty and other friends of the institution from 3:30 to 5 o'clock. The spirit of the occasion seems to overflow into the halls of other buildings until, sometimes, it is almost impossible to hold a faculty meeting in the main office.

As briefly announced in the last number of the Quarterly, the Wrigthonians won the essay and the vocal solo in the annual contest, and the Philadelphians won the other five points.

The following is the program of the contest as it was given:

Music I. S. N. U. Band
Music Girls' Glee Club
Debate—"Resolved, That foreign im-

migration should be further restricted by some form of educational test." Affirmative—Owen B. Wright and J. Earl Case.
Negative—Levi Lathrop and Noah Braden.

Vocal solos—

- (a) "The Lord is Mindful of His Own," recitativ and aria from St. Paul Mendelssohn-Barthody
(b) "Like as the Heart Desireth" Allison
Homer Evans.

Vocal solos—

- (a) "The Night Has a Thousand Eyes" C. Richardson Pitner
(b) "Hear Ye, O Israel!" Aria from Oratorio, Elijah
..... Mendelssohn-Barthody
Hazel Simons.

Intermission

Essay—"Jacob Riis, Friend of the Other Half" Chester Lay
Essay—"The Opportunity and Duty of the Schools in Promoting World Peace" Grace Sloan
Reading—"The Lie," by A. H. Donnell
Edna Julia Lorenz

Reading—"Gentlemen, the King"
..... By Robert Barr
Alice Gasaway.

Instrumental solos—

- (a) "Marche Grotesque" Sinding
(b) "Rondo Capriccioso"
..... Mendelssohn-Barthody
Edna Klawonn.

Instrumental solos—

- (a) Impromptu Rheinberger
(b) Mandolinata (de E. Paladilhe)
..... C. Saint Saens
Leander Murdock

Oration—"The Problem of the Nations" Bert Hudgens

Oration—"The Conquests of Peace"
..... J. J. Thompson
Music Boys' Glee Club
Decision of judges.

(Note—Philadelphia leads in all the numbers except the debate.)

Judges of Literary Numbers—Mr. Binney Gunnison, Galesburg, Lombard college; Mr. C. J. Tucker, Decatur, ex-member of general assembly; Mr. N. Elmo Franklin, Lexington, state senator.

Judges of Musical Numbers—Miss Nita E. Clark, Decatur, organist and pianist; Mr. W. S. Campbell, Peoria, vocalist; Mr. J. Lawrence Erb, Urbana, director of school of music of U. of I.

Banquets were held after the contest.

Philadelphia Banquet

Toastmaster Ralph Garrett
"Our Contestants"
..... Miss Edith Dunn, president
"Boosters" Harold Tice
"Just for Fun" Mildred Kriegbaum
"Seriously" William Allan
"The Spirit of Philadelphia"
..... Miss Mabel C. Stark

Wrightonia Banquet

Toastmaster Prof. G. H. Howe
"Qualities That Win" Lava Yeck
"To the Basket Ball Girls"
..... Carroll D. Cox

"To the Basket Ball Boys".....
 Carrie Brown
 "Looking Forward".Prof. G. H. Cade
 "Greetings from the Alumni".....
 Fremont Wirth

One of the most delightful intellectual treats which the University community has enjoyed during the year was a series of three lectures by

The Powers Lectures
 Dr. H. H. Powers, of Newton, Mass., Dr. Powers is an art student and critic of wide reputation. He was formerly a teacher of some line of social science in different universities in this country, and has spent most of the past twenty-five years in travel in Europe and the far East. His first lecture was on "The Sistine Ceiling," by Michael Angelo, the second was on the European war, and the third was in the nature of a travelog, dealing with the far Eastern countries.

Having lived in Europe more than in America during the past twenty-five years, and thus being thoroughly familiar with the international situations in Europe, Dr. Powers was able to give us what is probably a more accurate view of the war situation than is obtainable from almost any other source at present. It is his opinion that the war was inevitable. It might have been postponed, but it could not have been prevented altogether. The map of Europe has gradually worked itself into such a tangle that nothing but a war could straighten it out.

The Illinois State Normal university has an enviable reputation in national educational circles, a name and at Topeka, Kan. reputation built up thru years of determined and conscientious efforts in

striving for a broader and wider and deeper civilization. The spirit of willingness to work for greater educational advance is continually being shown by members of the present faculty, who from time to time leave their classrooms and go forth to present what their special study and work on certain lines have produced.

Recently Prof. Fred D. Barber attended the Kansas state teachers' convention at Topeka, as one of the speakers. The actual enrollment was over 5,500. The Topeka Daily State Journal printed a pencil sketch drawing of Prof. Barber and reports his speech, in part, as follows:

"The feature address of the physics and chemistry section was given by Prof. Fred D. Barber, of the Illinois State Normal university." And, again, "According to Prof. Fred D. Barber, of the Illinois State Normal university, who spoke this afternoon before the physics and chemistry section, at least a partial knowledge of science is a requisite in this day and generation.

"In order to fit into this modern world anywhere understandingly, it is necessary for a person to have some knowledge of the living world and the physical forces about us. The social significance of science in modern life gives it ever increasing importance as a subject in our public school curriculum.

"The great mass of humanity, however, laboring in the humbler walks of life, in production as in agriculture, horticulture, gardening, stock raising or mining, in the manufacturing industries, or in trades and commerce, have slight need for special training and technique. They need, instead, an insight into the broad principles of science and above all, they need to see clearly and to comprehend the significance of science as

it spins and weaves the social fabric of modern civilization."

Prof. Barber, like so many of his fellow faculty members, is a contributor to magazines and educational journals and a book on physical science will soon be published, of which he is the author.—Daily Pantagraph.

The program of the annual Founders' Day celebration, which was given this year on the evening of February 18th, was decidedly different from those of former years. Instead of being devoted to some event or character in the history of the school, it was devoted to the interests of universal peace among nations. The general topic of the program was: "The Peace Movement; Its Nature and Significance and Our Relation to It." The addresses given were of a very high order of excellence and yet the general theme is so commonly discussed in these days that it is unnecessary to comment on them here.

Program

Music
 "The History of the Peace Movement"
 H. H. Schroeder
 "The Peace Palace at The Hague"
 (Pictures)...J. Dickey Templeton
 Vocal Solo—"The Lord is My
 Light" Allitsen
 Mrs. Amy Hovey Straight
 "The Public School Curriculum and
 Peace"
 J. Rose Colby
 Vocal Solo—(a) "Come Down
 Laughing Streamlet"Spross
 (b) "In Blossom
 Time" Needham
 Mrs. Amy Hovey Straight
 "The Specific Work of the Normal
 School"
 David Felmley

Music—"How Lovely are the Messengers" Mendelssohn
 Choral Club

Chairman, Henry McCormick, Vice-President Emeritus.

The basket ball season of 1915 has been disastrous. Courtright, Briggs, and Stout were lost from the 1914 team.

Basket Ball Benjamin and Schneider were the only ones of the first team left. With Deal from last year's squad, C. D. Cox and Russell Courtright from the University High squad, and Howe from the 1913 U. High squad, it looked as if another winning team might be produced. But fate decreed otherwise. In the first game of the season Russell Courtright suffered a fractured fibula which put him out for the season; the second game put Benjamin out with a badly sprained ankle, for practically the entire season; the third game saw the finish for C. D. Cox for more than a month.

Because of the changes made necessary by these injuries the team has been unable to develop as the season progressed. However, at the present writing Benjamin and Cox are both back in the game and Courtright is coming. We have won at present three games and lost nine. The State College tournament will see the team in the best shape it has been this year and we believe that the team will land well up in the list for the college honors.

One thing beneficial has resulted from the happenings of this year. A new team has developed which otherwise would not have been done. This looks good for next year. Wiemers, Petty and Bright will all be heard from next year because they have been given a start this year.

The great circus given by the students on the evening of February 19 was a good example of the common saying that "necessity is the mother of invention." From a complication of circumstances, the Vidette had become unable to meet its financial obligations for the year, and so those responsible for its publication were driven to devise some means of raising funds. The aforesaid "Vidette Circus" was the outcome of these efforts, and it proved to be such a pleasing event that it promises to become an annual affair in the school. Since all student enterprizes, including the Vidette, are to be cared for financially by a regular student fee, after this year, it is likely that we shall find the "tables turned," and instead of some student enterprize devising a circus, the circus will be hunting some worthy cause to support.

Taking the famous annual circus of the University of Illinois as a model, and calling on all the inventive talent in the institution, the Vidette Board produced a performance that will be a topic of discussion and a standard of comparison among student undertakings for years to come. Special credit should be given to the faculty members of the departments of physical training and art for their contributions to the event.

The following is the full program of the circus:

Prelude

Calliope Recital—Floralee Coffman.

Part I

Juggling exquisit—Russell Troupe.

Dancing of the Jumping Jacks—Dancing Girls.

Tumbling Tumblers — Russell Troupe.

Tambourine dance—Mlle. Clark.

High divers—Russell Troupe.

Fantana—Dancing Girls.

Intermission.

Part II

Falling Pyramids—Russell Troupe.
Senor Ramsini and his herd of
hoppers.

Burlesque—Two Clowns.

Polka—Dancing Girls.

Greek statuary—Posing Posers.

Stationary Pyramids—Russell
Troupe.

Finale.

Performers

Clowns—Leroy Wurtsbaugh, Oscar Schneider, Leslie White, Gilbert Hutchens, Vance Hood, Fred Beckman, Phillip Erwin, Carolyn Griggs.

Herd of Hoppers—Howard Zook, Maynard McQueen, Laurence Barber, Donald Velde, Otto Schroeder, Lawrence McLellan.

Russell Troupe—Will Walters, J. J. Thompson, W. W. Jarman, Raymond Yeck, Paul Gossman, Guy Ireland, N. L. Hutchens, Bruce Allan, Waldo Johnson, Joe Bryant, Tella Mills, C. D. Cox.

Dancing Girls—Grace Moberly, Dorothy Burr, Nora Keogh, Louise Place, Josephine Hayes, Beatrice Coolidge.

Posing Posers—Eva Swaim, Lucy Washburn, Ruth Pricer, Lava Yeck, P. K. Benjamin, D. M. Ramsay.

Music by—I. S. N. U. Band, Mr. Westhoff, leader; I. S. N. U. Orchestra, Miss Hall, leader.

Executive Staff—Wardrobe mistress, Carolyn Griggs; electrician, Robert Grubb; stage manager, William Allan; menagerie, Lucy Spires; side show, Beulah Brown, Roy Schofield; booths, Mabel Bare, Mildred Krigbaum; advertising manager, Louise Carson, assisted by Gilbert K. Hutchens.

One of the most active of our various student organizations is the dramatic club which **Jesters Gave** since last year has **Scotch Comedy** been known as "The Jesters." On the twelfth of December the club gave, in a very pleasing manner, to one of the largest audiences of the year, the Scotch comedy, "Buntz Pulls the Strings. The following members made up the cast: Buntz Biggar, Helen Ibbotson; Rab Biggar, Tella Mills; Susie Simpson, Vera Colbert; Tammas Biggar, William Allan; Weelum Sprunt, Ehme Joosten; Ellen Dunlap, Vena Lawson; Teenie, Aline Phillips; Jeems, Oral Grounds; Maggie Mercer, Marie Hueni, Daniel Birrel, Oscar Schneider.

New members of the club were selected this year by a series of try-outs in which a large number of students participated.

The Illinois Schoolmasters' Club held its February meeting at Normal on the twelfth and **Schoolmasters' Club** thirteenth of the month. This was one of the most largely attended winter meetings the club has had for years, and the program was generally regarded as one of the very best in the recent history of the club. President John W. Cook, of DeKalb, gave the address on Friday evening on the subject: "The History of Education in Its Relation to Present-Day Problems of School Direction and Supervision." President Cook was at his best in every way in this address. His thorough familiarity with the history of education and his equal familiarity with present-day educational problems enabled him to view some of the latter from a peculiarly interesting and advantageous point of view.

On Saturday morning, Dr. Guy M. Whipple, of the University of Illinois, addressed the club and members of the faculty and senior class of the Normal University on the subject: "The Problem of the Gifted Child." Dr. Whipple is a new member of the faculty of the School of Education at the University and after his most charming and helpful address, every one present must have felt that in him the state had made a valuable acquisition.

At the Business meeting Dr. W. C. Bagley, of the University of Illinois, was elected president for the year, and Professor E. A. Turner, of the Normal University, was elected permanent secretary.

The following members of the faculty attended the annual meeting of the Central Association of Mathematics and Science Teachers held at Chicago during the last week of November: G. H. Howe, Miss Edith I. Atkin, Miss Lora Dexheimer, Miss Lyford and Prof. E. A. Turner, superintendent of the training school.

Professor O. L. Manchester, who for the past eight years has been mayor of Normal, **Manchester Mayor** has, doubtless with some reluctance on his part, again permitted his name to be used on the ticket for re-election to that office. Notwithstanding the quite remarkable growth of the Normal University during the past decade, it is doubtless true that any student of ten years ago who should return to Normal today, would be more surprised in the change that has taken place in the city itself than any changes that have been made on the campus of the University. All the principal streets of

the city have been paved during the past ten years, and along with the pavements have come new sidewalks, new porches, and new houses so rapidly that the city bears little resemblance to the slow old muddy town of ten years ago. Doubtless more of this remarkable change may be credited to the energy and business ability of Mr. Manchester than to the efforts of any other one person. Mr. Manchester had added proof to the current theory that some school teachers can be practical men.

At the Normal city election held on Monday, March 1, Mr. Manchester was once more elected mayor of the city by a majority of 282 votes, out of more than 1700. This is doubtless the largest vote ever polled in the city. There seemed to be no particular issue involved in the election except that a certain group of men decided that Mr. Manchester had held the office long enough and they went after the office with a determination to win. Other citizens who realized the value of Mr. Manchester in the office, made equally determined efforts to keep him in the office.

Bloomington and Normal people who attend the Panama Pacific exposition will have a chance to see their own cities in motion pictures on the screen. Irving G. Ries, camera operator for the Industrial Moving Picture Company, of Chicago, visited the twin cities recently and took ten pictures in different parts of the cities, making a total of 250 feet of film. The exposition managers set aside \$10,000 for the purpose of getting Illinois on the motion picture film and it is Mr. Ries' business to

take the pictures. Among others, fifty feet of film was spent on the Normal University, taking it from the south side and showing all buildings except the old practical school on the north side. The pictures taken here will be shown in the Illinois building and will be a part of the official exhibit.

Mr. William Allan was the winner of the oratorical part of the Edwards contest held on February 27. Miss Brokaw won the medal in the declamatory contest.

These two, together with a third student, will meet three students from the Western Normal School in a few weeks in a contest in oratory, declamation and extemporaneous speaking. The winner of the oratorical part of this contest will represent the state in the Inter-Normal-School Oratorical Contest. The subject of Mr. Allan's oration is: "Woodrow Wilson." He has a strong oration and excellent native ability in delivery, although this is his first serious attempt as an orator.

One of the most delightful numbers of the present regular lecture course was a lecture by Professor Edward A. Ross, of the University of Wisconsin. The subject of the lecture was: "Tendencies of Our Times." A central thought of the lecture was that "Americanism," as we have known it up to the present, has always taken color very largely from frontier life. The speaker stated that about twenty years ago, the American frontier, which has been so large a factor in the life and character of the nation from the beginning, practically disappeared and that from now on, because of the loss of this influence, a

new type of Americanism is bound to develop. From this point of view, various modern tendencies were discussed in a most interesting way.

On Wednesday evening, February 24, the Science Club gave a banquet in honor of Miss Lyford. Miss Lyford has been a loyal member of

the club since its organization. The banquet was served under the direction of Miss Edna Coith, who is assistant in the Domestic Science Department, all the work being done by members of one of her classes. Miss Alice Patterson acted as toast mistress, and the following people responded to toasts: Dean Manchester, Mary Hahn, J. Aaron Smith, Professor Ridgley, Miss Lillian Sabin, and Miss Lyford. This program of toasts was one of the best ever given at a Normal banquet.

The Science Club is an exceedingly healthy and thriving organization. It holds meetings once each month throughout the year, and at each meeting a paper is given by one student member and by one faculty member. These papers are usually of a very high order of excellence, and nearly all members of the club attend regularly. The student membership of the club is limited to thirty, these being selected by the faculty members on the basis of interest and ability in science work.

An effort is being made by the Publicity Committee of the faculty to organize what it will

Five Hundred Club

call a "Five Hundred Club." This club is to be composed of five hundred alumni and former students, each of whom will pledge him or herself to make an ef-

fort to send to Normal one desirable student this coming fall. In trying to meet more adequately the needs of the public schools of today, by training the many kinds of special teachers, the Normal School has organized so many new courses, that it is well equipped to take care of a very much larger number of students than are now in attendance. The state needs very badly more trained teachers and many of the individuals who are teaching in the state and who are looking forward to teaching, need very badly, for their own sake, training for the work. The Normal school is well equipped to give this training to many more than are now availing themselves of it. Therefore, the alumni and other friends of the school and of the cause of education have an excellent opportunity to render some valuable social service in endeavoring to bring the school and the people who need it together. All readers of the Quarterly should join this club and be active members. Further particulars will be explained in circular letters which will reach you soon.

Prof. A. R. Williams, who is at the head of the newly installed department, and who is presi-

Contest of Commercial Students

dent of the commercial teachers' section of the Illinois State Teachers' Association, has been planning for a shorthand and typewriting contest between the various high schools of the state. The contest is to be held at the Illinois State Normal University some time in May. The contest is now an assured one, for Prof. Williams has recently received word that the following high schools will send teams: Granite City, LaSalle, Joliet, Streator, Decatur, Belleville, Peoria Manual, Bloomington and Champaign. The time is

early, and undoubtedly many other high schools who have not been heard from as yet, will be heard from favorably.

The position of head of the Household Economics Department, which will be vacated by Miss Lyford's Successor Miss Carrie A. Lyford at the close of the present winter

term, will be filled by Miss Kitura Parsons, of Richmond, Ind. Miss Parsons has been head of the Domestic Science Department of the city schools of Richmond for several years. She received her training in Earlham College and Pratt Institute.

The next meeting of the Central Division of the Illinois State Teachers Association will be held at the Illinois State Normal University on April

2 and 3. Professor Manchester is chairman of the executive committee and has arranged a program which is characteristic of his well-known interests. The general program deals largely with the social relations of education. The following is a summary of the program of the general sessions:

In the manual arts department on Friday, April 2, at 10 o'clock, President Felmley will deliver the address of welcome, there will be music, and Rev. Walter Aitken will give his lecture on Robert Burns. Hamilton Holt, editor of the New York Independent, will give an address on "The Peace Movement in the Schools."

Friday afternoon, Dr. Booker T. Washington's address.

Friday evening addresses by State Superintendent Francis G. Blair and Dean Shailer Mathews, of Divinity School, University of Chicago, on

"The School as Center of Social Idealism."

Saturday morning, Dr. Robert Hieronymus, of the University of Illinois, on the school survey; by Superintendent Hugh S. Magill, of Springfield, on school legislation. R. C. Moore, legislative secretary of state association, will make a report. Address by Harold W. Foght, of the national bureau of education.

President Felmley and Messrs. Turner, Barber, Newell and Beyer, of the faculty, spent all or part of the last week of February in attendance at the meeting of the Department of Superintendence of the N. E. A., at Cincinnati, Ohio. During the week Mr. Barber addressed the high school teachers of Cincinnati and vicinity on some phase of general science.

The month of February is a month of contests at the I. S. N. U. Thirty young people appeared as contestants in the first try-out for the declamatory part of the Edwards Medal contest. From these, ten were selected as contestants on a second try-out. The three best speakers in the second try-out who will appear in the final contest on February 27, are: Edna Lorenz, Brokaw, and Mr. Paul K. Benjamin.

Only four candidates appeared in the oratorical part of the Edwards Medal contest, and from these, the following three were selected to appear in the final contest: Bert Hudgens, William Allan, and Grace Sloan.

From a large number of aspirants, eight persons have been selected to form the teams to enter the Inter-Normal School debates with the

normal schools at Terre Haute, Ind., and Oshkosh, Wis. The following persons were selected to make up the teams and alternates: Misses Alice Gasaway and Alta Fishback, and Messrs. Noah Braden, Earl Case, Robert Grubb, Ernest Hutchens, and Wilson.

The question for debate this year is: "Resolved, That the Present Democratic National Administration Has Justified Its Election."

Many alumni will be pleased to learn that a former University High School basket ball star has

Made Freshman Varsity won athletic honors at the U. of I. John

Felmley, who made a brilliant record in basket ball during his four years at University High, is playing one of the forward positions on the freshman 'varsity basket ball squad. The other forward on the team is Schneider, of Springfield, whose phenomenal ability was brought to local notice when the state tournament was given in Bloomington. Now the two former rivals are teammates. The freshman varsity is so good this year that they score

victories against the big varsity team quite frequently.

About twenty-five members of the university faculty attended the high school teachers' conference, held on Friday and Saturday, November 21 and 22,

Spoke at Champaign The following were speakers in various sections of the convention: Messrs. Barber, Pricer, Madden, Williams and Packard and Misses Morehouse, Hall and Reichmann, Mr. Ridgely and Miss Ela were members of committees.

The enrollment for the winter term has been larger than for several years. Many new

Large University Enrollment students are coming in and very few have dropped out of school for one reason or another. At the present the total number enrolled has reached 621. Of this number there were forty-one scholarships and fifteen tuition pupils.

The number in the high school has reached a total of 232. This makes a total in the two of 853.

THE ALUMNI

Elected County Superintendent

Normal people, especially the older instructors of Normal University, will be interested in learning that Miss Anna S. Garwood, who graduated from the I. S. N. U. in 1900, has just been elected county superintendent of schools in Canon City, Colorado. She has already taken up her work in that position. During the time she attended Normal she specialized in

English, and for the past twelve years has been teaching that subject in the South Canon City high school. She was an exceptionally strong student here and has been an unusual success as a teacher. Miss Garwood is only another Normal graduate who has achieved success and honor, due mainly to the training received at the local school.

The Canon City, Col., Daily Rec-

ord, in speaking of her departure from the high school, said, in part, as follows:

"For many years Miss Anna Garwood has been identified with the English department in the South Canon high school, from which position she has resigned to enter upon her new duties as county superintendent of schools.

"During these years, perhaps, no teacher has ever occupied a greater field of usefulness than Miss Garwood. Her work has brought her in touch with over a hundred students each year, and the ideal that she has always kept before them, that they were created for usefulness, and nobly should they fulfil the design of their creation, has been an inspiration to many of her boys and girls that 'if they would elevate others, they must climb the heights themselves.'

"As a token of the love and esteem in which Miss Garwood is held, the students and faculty presented her with a beautiful cedar chest Thursday at the close of the school session. Ralph Thompson, president of the senior class, made the presentation speech, and voiced the sentiments of the school when he said the value of the gift did not measure their love for her, nor would her influence terminate with her resignation, but as a sweet incense would continue to permeate their lives."

Dr. Charles McMurry

Dr. Charles McMurry, of the class of '76, for many years a teacher in the State Normal University, later connected with the faculty of the Northern Illinois Normal school at DeKalb, has lately been elected president of the Peabody College for Teachers at Nashville, Tenn. His removal to the south will be a source of regret to many engaged in educa-

tional work in Illinois. The last issue of the schools press bulletin issued by the state superintendent of public instruction contains the following comment on the change to be made by Dr. McMurry:

"It would be difficult to even guess at the real contribution which the McMurrays have made towards better teaching in Illinois and the nation. They chose the field of elementary education and within that field they have given their attention mainly to the matter and method of instruction rather than to the more general phases of organization and administration.

"After a quarter of a century of such work, Dr. Charles McMurry has been called to the presidency of the George Peabody College for Teachers at Nashville, Tenn. This position will give him an unusual opportunity to influence the quality of the teaching in the southern state through the preparation of elementary and secondary teachers.

"Illinois regrets to lose his bodily presence, but we can congratulate ourselves upon the fact that he leaves as much of his professional self here as he takes with him to the southland."

A Record in Public Speaking

James Arthur Phelps, of the class of 1910, who is a student at the University of Michigan, is making a splendid record as a public speaker. He was a member of the debating team which represented Michigan against the team from Northwestern University on January 15, and he is a member of the Lyceum Club of the University. This club is composed of the best speakers of the university and its members deliver lectures in the smaller towns of the state. In a circular announcing the program of lectures for the year, Mr. Phelps an-

nounces lectures on the folloing subjects: "Our Outcasts," "America Tomorrow." and "Education for Citizenship."

The Trials of a Tourist

Lewis W. Colwell was in Germany when the war broke out last summer. His experiences ar related in a recent number of "School and Home Education" under the caption, "The Trials of a Tourist." Some of his experiences ar amusing enuf to look back upon, but annoying enuf in the happening.

Watchful Waiting

Mrs. Elizabeth R. Cook, of the clas of '79, who has kindly furnisht us with a few items of news concerning Chicago alumni, reports that she is watchfully waiting for others to whom she wrote for information, to reply to her letters. She says further that these correspondents ar pursuing a policy of silence.

Normal Loyalty

Recent alumni who hav so often heard of and sang the famous war song written by Henry Norton, of the clas of '61, wil not be surprized to learn that a member of the clas of 1914 has contributed a song which has been considerd worthy to be printed and pasted in our song books and used on various important occasions. The new aspirant for fame is Miss Gussie Schneider, and the folloing is the song which she wrote:

Air, Haydn's Austrian National Hymn

I. S. N. U.

Glory hast thou, might, and power,
Proud thy halls, I. S. N. U.
Ivied walls and stately tower,
Loyal sons and daughters true.
All thy hosts ar strongly banded,
Wrights and Phils as one unite,

Firmly rally 'round thy standard—
"Honor, justis, truth, and right."
Firmly rally 'round thy standard—
"Honor, justis, truth, and right."

Sons thou hast who've won thee glory,
Laurels added to thy fame;
Deeds that liv in song and story
Glorify thy honord name.
So shalt thou in years increasing
Send thy sons of honest worth,
Forth to bear with zeal unceasing
Wisdom's torch thru-out the earth.
Forth to bear with zeal unceasing
Wisdom's torch thru-out the earth.

Gladly would we learn, and teaching—
Tho rewards be far and few—
Toward perfection ever reaching,
Loyal be, I. S. N. U.
May thy banner gently waving,
Emblem be of truth and right;
Ev'ry storm and tempest braving,
Long liv Normal's Red and White!
Ev'ry storm and tempest braving,
Long liv Normal's Red and White!

Alumni Notes

When writing to the Quarterly kindly give us the news. You like to read the news concerning others. Let us know what you ar doing and we will see that you know what others ar doing. Don't think for a moment that we know of the whereabouts and welfare of all of the alumni. You ar possibly just the one whose record we hav been seeking.

'01 Sophia Camenisch is teaching English in the Parker High School, Chicago.

'96 Philip Shanb is in business in Chicago. Home address, 3206 Home Avenue, Berwin, Ill.

'93 Nettie Dahl (now Mrs. Conklin) is living at 733 South Greenwood Avenue, Kankakee, Ill.

'06 Emma Kleinau is teaching at Evanston, Ill.

'08 Charles E. Patterson is teaching in the Los Angeles Intermediate Schools. His address is 306 Paloma Avenue.

'12 Grace Huffington is teaching in the Department of Household Science in the Winthrop Normal and Industrial College, Rock Hill, S. C.

'87 Amos Watkins, who for several years has been in charge of a pastorate at Bay City, Michigan, now has the charge of St. John's Rectory, St. Johns, Michigan.

'07 Sylvia Smith is teaching at El Paso, Illinois.

'12 Maude Frankenburger is at home at Alpha, Illinois.

'12 Clara Heidrich is at her home in Joliet, Illinois.

'07 Effie Pike, who taught for several years at Oak Park and later was Training teacher in the I. S. N. U., is at home at Boise, Idaho. Address 1113 Franklin Street.

'11 Thomas H. Finley, who was superintendent of schools at Sullivan for three years, is now a student in the University of Chicago. His major is Biology and his minor Education. Address, 18 North Hall.

'06 Charles Gash is on the road for Houghton, Mifflin Co. He is a frequent caller at the I. S. N. U.

'08 Oscar Weber is teaching English and Biology in the Belleville High School, instead of being principal, as stated in the November Quarterly.

'00 Minnie Nuckolls (now Mrs. Schumacher, is living at 107 East Green Street, Champaign.

'81 The address of Carrie G. Rich is Alton, Illinois.

'13 Vannas Wyne may be found at 214 West Broadway, Louisville, Ky.

'09 The address of Myrtle Gentry is 334 North Lawrence Street, Wichita, Kansas.

'07 Edith B. Mize is teaching in the

primary grades of Tacoma, Wash. For twelve years Miss Mize taught in the same school in Pueblo, Colorado.

'13 L. Ada Kreider is superintendent of schools at Washburn, Ill. She was principal of the high school in Washburn last year.

'94 Miss Eleanor Hampton is living at 649 North Central Avenue, Chicago.

'91 Miss Maud Root has been for eight years a teacher in the public schools of Chicago.

'92 Mack M. Lane and family have recently removed to Evanston, Ill. His daughter, Maurine, is taking a course in the Northwestern University and fitting herself for teaching.

'98 William Crocker, who is assistant professor of plant physiology in the University of Chicago, gave the principal address in a symposium on "colloids" at a recent meeting of the Illinois State Academy of Science.

'12 Lois Diehl, who for the past two years was local secretary of the Y. W. C. A., is attending the University of Chicago this year. Miss Diehl recently made a brief visit in Normal and while here was given a reception by the girls of the Y. W. C. A.

'08 Sallie Reeder is teaching at the Home for Crippled and Convalescent Children at West Chicago.

'13 Mrs. Harry Farrel (formerly Miss Grace Raymond) lives at Tiskilwa, Illinois.

Miss Mary Bell, of the class of '11, and Miss Irma White, of last year's class, have recently entered the Senior College.

Edna Lake, of last year's class, has entered the Senior College.

Chester Dillon, of the class of '08, is teaching and coaching athletics in the high school at Brookings, S. D. Some evidence of his success is seen in the fact that last fall at the time of the Home Coming of the University of Illinois and the great Chicago game

Mr. Dillon's high school pupils made up a purse and sent him back to Illinois for the game.

Harry Lathrop, who graduated from the Teachers' College last year and who is attending the University of Chicago this year, spent a few days in Normal recently.

Alma Kruse, of the clas of '11, who is teaching Household Science in her home town at Freeport, Illinois, attended the Founders' Day celebration and visited with Miss Lyford.

'13 Fred Hartin, superintendent at Cissna Park, visited in Normal on February 26 and 27.

Eulalia Tortat, also of the clas of '13, is assistant in the high school at Cissna Park.

'12 Herbert Huffington has an excellent position with the Illinois State Pure Food Commission. He has his home at Normal and travels over the central portion of the state, inspecting all kinds of institutions that sel food to the public. Mr. Huffington is the proud father of a little daughter who arrived at his home some time in January.

'07 Miss Anna Blake wil receiv the degree of B. S. at the University of Chicago in June. Miss Blake has done excellent work in the Botany department.

'12 Leon Selby is teaching manual training in the Northern State Normal at DeKalb.

'14 Lydia Rademacher is teaching English in the departmental school at Riverside, Illinois.

'11 Claire Foster is teaching in the fifth grade at Decatur, Ill.

'12 Edna K. Rentchler wil receiv

'13 Hazel Myers is teaching in the seventh grade at Plummer, Idaho. the A. B. degree from the University of Illinois in June. Miss Rentchler recently spent a week-end visiting in Normal.

'14 Beulah Mitchell is teaching in the sixth grade at Batavia, Ill.

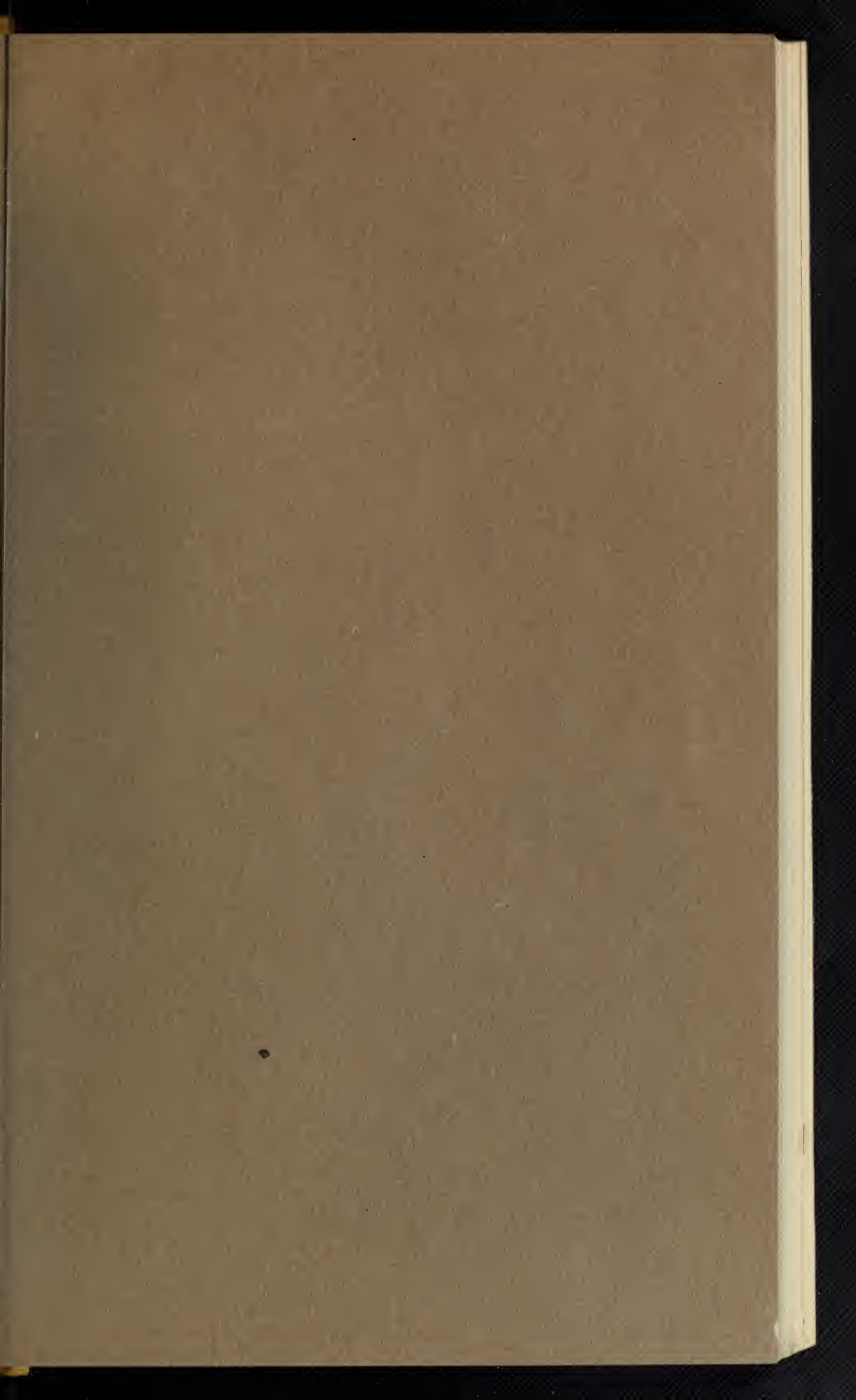
'14 Mabel Groves is principal of a ward school in Danville, Illinois.

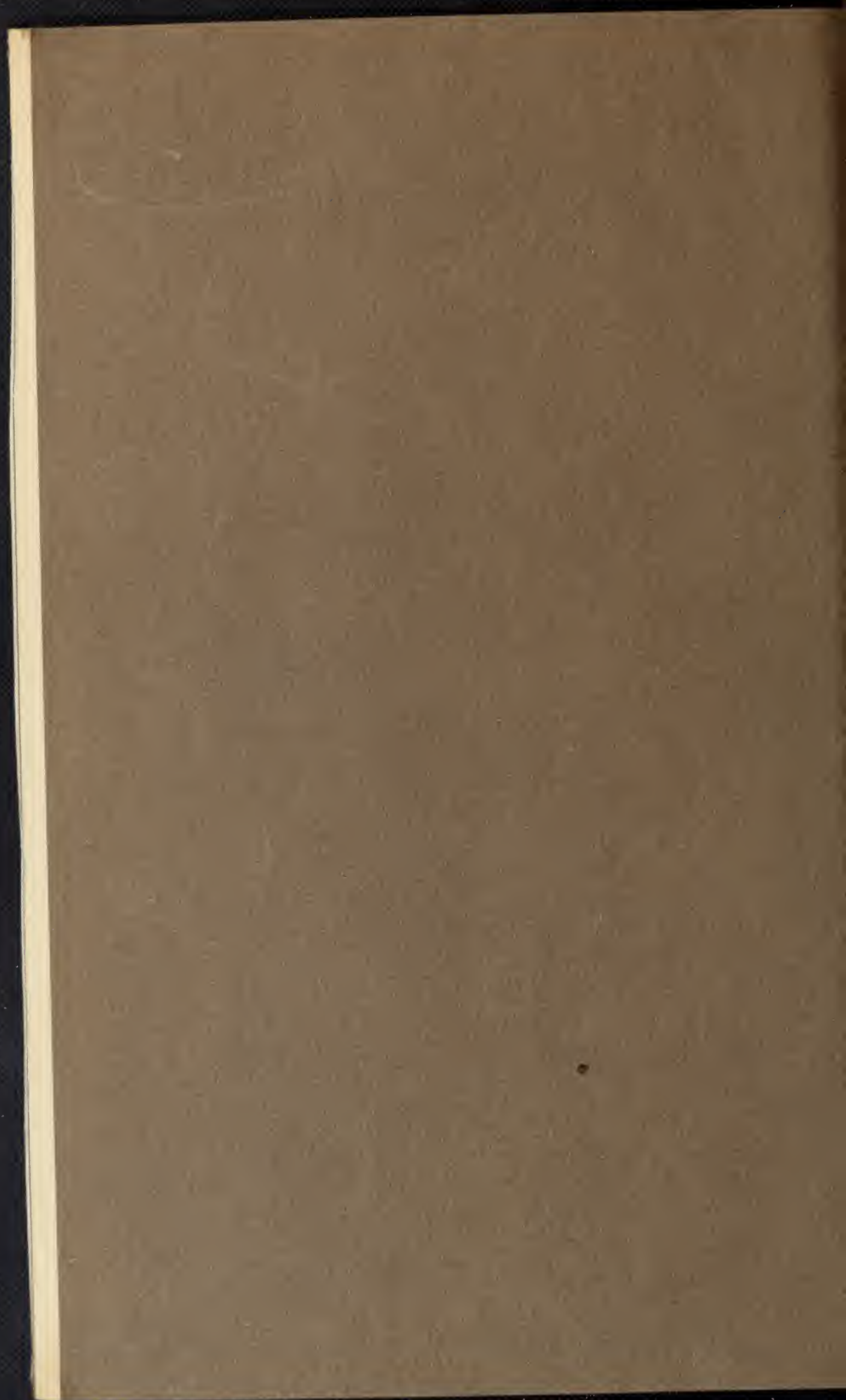
Births

Mr. and Mrs. James H. Smith, of Chicago, ar the parents of a boy, born on Wednesday, November 15. Mr. Smith is a graduate of the Normal university in the clas of 1907 and was superintendent of the Lexington schools the past two years. He is now doing graduate work at the University of Chicago.

Charles Vincent O'Hern, Jr., arrived at the home of Mr. and Mrs. Charles V. O'Hern, of 224 West Virginia street, Peoria, on Saturday January 9. Mr. O'Hern is a young attorney of Peoria, and is receiving the harty congratulations of friends. Mr. and Mrs. O'Hern ar graduates of the Illinois State Normal University, Mr. O'Hern in 1908, and Mrs. O'Hern in 1910. Mr. O'Hern later graduated at Illinois and at Yale in 1913. Mrs. O'Hern taught in the public schools of Indianapolis for three years after leaving Normal. She was formerly Miss Tressa Smith, of Midland City.

Erratum.—The article "Country School Department" was written by Edgar Packard, insted of the article on "The Students' Loan Fund," which was written by President Felmley.





RECEIVED
IN THE
UNIVERSITY OF ILLINOIS
30 MAY 1915

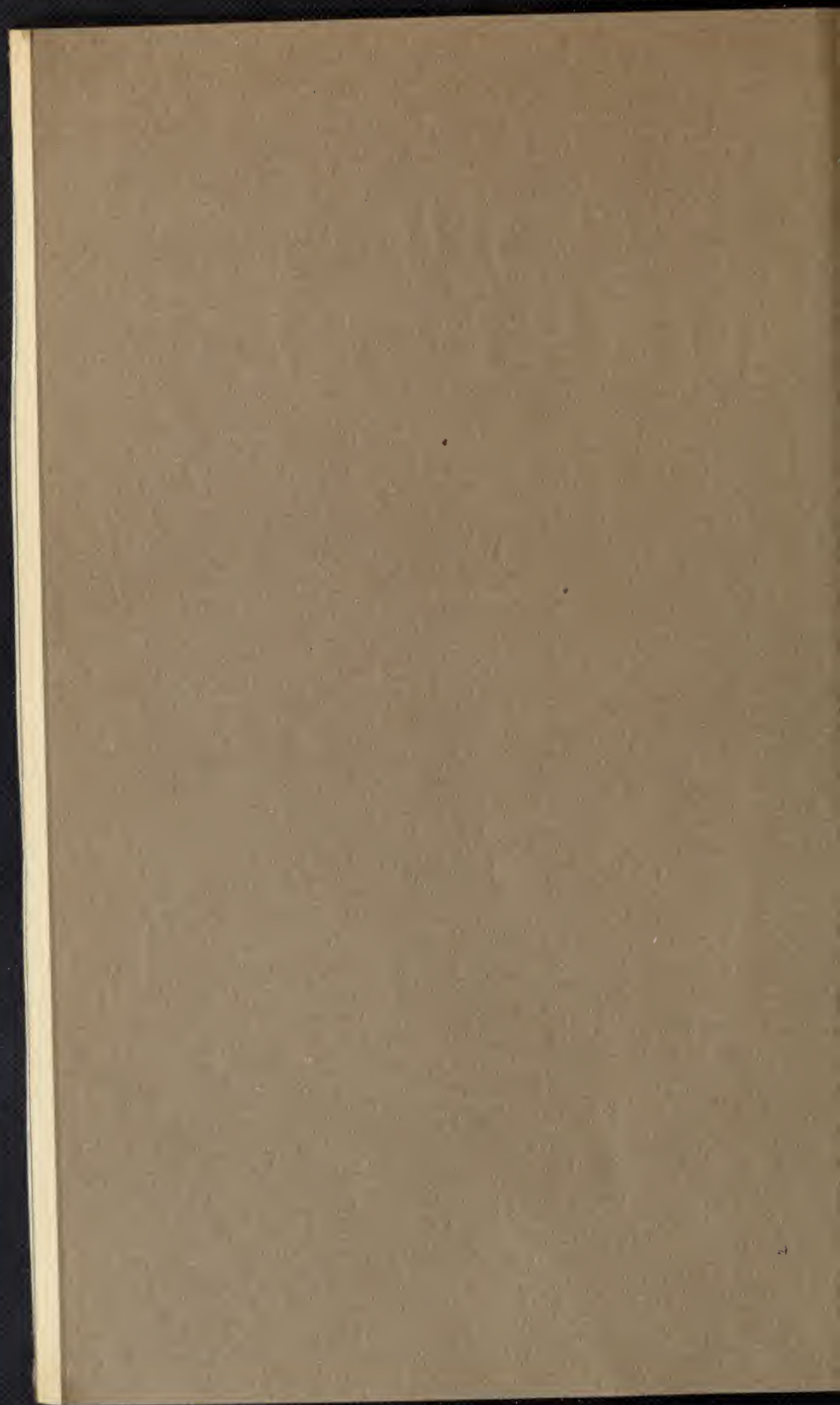
THE ALUMNI QUARTERLY

OF THE
ILLINOIS STATE NORMAL UNIVERSITY

VOLUME IV

MAY, 1915

NUMBER 2



THE ALUMNI QUARTERLY

OF THE

ILLINOIS STATE NORMAL UNIVERSITY

JOHN L. PRICER, '99 - - - *Managing Editor*

ANNETTE B. COOPER, '98 - *University and Student Life*

FRED D. BARBER, '94 - - - *Alumni Editor*

MRS. W. A. COOK, 2150 Racine Avenue,
Chicago - - - *Associate Editor*

This Magazine is published in the months of February, May, August,
and November.

Subscription price fifty cents per year. Single copies fifteen cents.

CONTENTS.

Editorial	- - - - -	1
Natural Science at the I. S. N. U.—J. L. Pricer	- - - - -	3
Social Science at Normal—O. L. Manchester	- - - - -	7
The Department of Geography—Douglas C. Ridgley	- - - - -	10
A Reminiscence—William S. Mills	- - - - -	16
University for the Quarter	- - - - -	23
The Alumni	- - - - -	28

ALUMNI OFFICERS

H. H. Russell, '08 - - - President

Lora M. Dexheimer, '01 - - Vice-President

O. Lillian Barton, '99 - - Recording Secretary

George N. Cade, '10 - - Treasurer

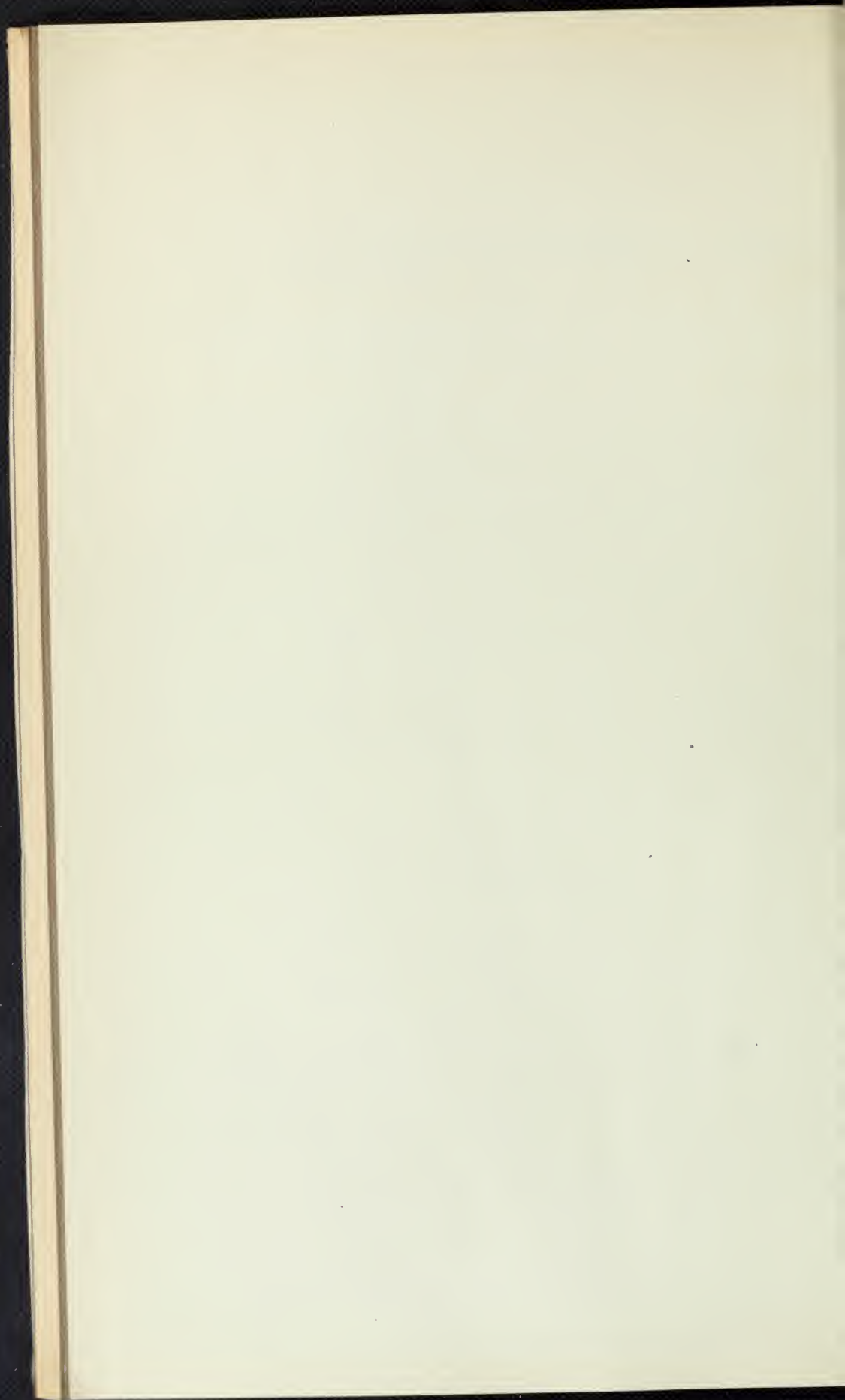
EXECUTIV COMMITTEE

J. Dickey Templeton, '73 Archibald Messenger, '13

Fred D. Barber, '94

Entered as second-class matter May 8, 1912 at the postoffice at Normal, Illinois,
under the Act of March 3, 1879.

The Spellings recommended by the Simplified Spelling Board are used in this
publication.



The Alumni Quarterly

OF THE I. S. N. U.

Volume IV

MAY, 1915

Number 2

EDITORIAL

Commencement Week

In another column will be found the program for the Annual Commencement Week. The Quarterly wishes to supplement the invitations and announcements which will be sent out by the members of the Senior clas and by the President, by extending to all its readers a cordial invitation to return to their Alma Mater during the week. This is always an occasion of great inspiration and uplift, and this year's program promises to be unusually so. The baccalaureate address is to be given by Dr. John W. Cook, who in this way will be celebrating the fiftieth anniversary of his own graduation. The graduating clas numbers one hundred twenty three, thirteen of whom will receive the bachelors' degree. There will be the renewal of old acquaintances, the parting of classmates, the hails and farewells, the recital of much of the proud history of the institution, the aspirations and ambitions of the young graduates going forth to minister to the children of the state, the spirit of loyalty and of fellowship of the alumni meeting. All this and much more will be staged on our old campus, which will then be at its best.

The Graduate of Today

The article printed in this number of the Quarterly and contributed by Mr. W. S. Mills, of the clas of 1875, like almost everything that we hear from the students of earlier days, breaths a spirit of loyalty, and even of reverence, for the men and women and for the spirit

of the institution of those days. Whenever we contemplate those wonderful days of the older I. S. N. U. I believe it is natural for us to have a feeling that in these modern times, we must have descended to more or less common things. We have a feeling that our present faculty members must be more or less unworthy of their famous predecessors; that the graduates of today are not men and women "picked out of ten thousands," as they seem to have been in days gone by. But when we analyze the situation; when we take into account the enormous development of our physical equipment, the present broader conception of the mission of the Normal School in ministering the manifold needs of the public schools, and the consequent greatly varied and expanded programs of study; when we consider the great advance in the teaching profession and the appeal that it makes to young men and women of excellent talents; when we find among our present graduating class young people who have already dedicated themselves, for life, to the teaching profession, and who plan to secure the best training for this life work that the universities of the land can afford; when we consider all these, and many more, evidences of the fact that may be found, we are always forced to conclude, after all, that the race of distinguished Normal Alumni shows no signs of becoming extinct. There are Normal graduates of today who, in the years to come, will be heard from. Forty years hence, some of the truly great men and women of the day will be pointing back to the early years of the present century and to Normal as the time and place of their original inspiration.

CHANGES IN ADDRESSES

In the past we have had great difficulty in reaching our subscribers with the August number of the Quarterly. The August number this year will be sent some time during the first two weeks of the month. We will consider it a great favor if all subscribers, who will not be at their present address during August, will notify us of their addresses for that month.

NATURAL SCIENCE AT THE I. S. N. U.

J. L. PRICER

Older alumni and those of more recent years who are versed in the history of the institution, will recall with pride and satisfaction the fact that from 1858 until 1884 the Normal University was unquestionably the leading institution in the Middle West in the lines of science instruction and scientific research. This fact was made possible largely thru the influence of the Natural History Society, which was organized at Bloomington in 1858, and which, to use the language of Dr. S. A. Forbes, "had its origin in the same general progressive impulse which gave rise to the Normal University." There is nothing in the early history of the University which evidences more plainly the broad and liberal vision of the founders of the institution than does the fact that they gave so large a place to science, a field of knowledge, which at the time, was viewed with many misgivings and forced to struggle against many obstacles in other educational institutions. The large place which natural science has now come to occupy in our whole educational system and in the affairs of every-day life, as well as the large part it has played in the present wonderful material development of the world affords ample proof of the wisdom of the fathers of the institution in giving science, from the very first, a standing equal to that of any other branch of knowledge. Doubtless, too, this liberal stand taken by the Normal University and the inspiring influence of its science faculty constituted the largest factor which was operative during those years in placing natural science into its merited position in the field of education. This constitutes one of the many substantial contributions of the institution to the life and welfare of the state and country.

During most of the twenty-seven years of 1858 to 1884, inclusive, that the State Laboratory of Natural History was located at Normal, the museum and laboratories, the curator of the museum and the professor of natural science offered the best opportunity for the study of science and for scientific research to be found anywhere in the Middle West. The organization of the Science department, and evidently the spirit of the men in charge of it, were more like those of a university than of a normal school. The work of the department was not confined to teaching science but it was equally occupied with the tasks of extending, organizing, and popularizing scientific knowledge. As curators of the museum, John W. Powell, George Vasey, and Steven A.

Forbes, and as professors of natural science, Joseph A. Sewall and Minor L. Seymour, all seem to have been men peculiarly fitted for these important tasks. Nothing can be more inspiring to one interested in science today than the various circulars and reports and even the descriptions of the courses in the catalogs issued by the department in those early days.

If the State Laboratory of Natural History could have remained at Normal with such a man as Dr. Forbes in charge, it seems that the Normal University must have held its position as a leading scientific center, but such was not to be. The gradual development of the University of Illinois along the lines that have made it the great institution that it is today, in time made it a more favorable environment for the State Laboratory and, accordingly, in 1884 the latter was moved to Champaign, and Dr. Forbes went along with it. This left the Science Department of the Normal University with the one function of preparing teachers to teach Science in the public schools.

This change in the mission of the Science Department was soon followed by the coming of Professor Buel P. Colton, of whom it has been fittingly said: "The place at Normal was his as much by manifest fitness as by the vote of the Board of Education." At the Ottawa Township High School, Mr. Colton had distinguished himself as a teacher of Science and a teacher of Science was what the Normal School then needed. In order to appreciate Mr. Colton's principal contribution, one needs to have some notion of the prevailing methods and of the subject matter of the school Science of his day. Science, as a school subject, was so young that it had not developed a method of its own, but was taught from a text-book much as other school subjects. Furthermore, the text-books of the day contained mainly accounts of the strange, wonderful, and far-away things of nature, and made little attempt to acquaint the learner with the things of his immediate surroundings. Mr. Colton believed that the subject matter of school Science should be mainly those things which the student meets almost daily, and he believed that these things should, as far as possible, be studied at first hand. Already, before coming to Normal, Mr. Colton had published his famous little book, "Practical Zoology," which embodied both the material and the method of that subject as he saw it. This book had a wide circulation, a profound influence on Science teaching, and has doubtless never been equalled by any book emanating from the Normal University, in the fame that it brought to the institution.

Two years after Mr. Colton came, namely, in 1890, the subject of

Physics was transferd from the Department of Mathematics to that of Science and an assistant in the person of Dudley G. Hays was added to the department. Mr. Hays was followd in this position successivly by Arthur O. Norton, Joseph G. Brown, and F. D. Barber. During the first twelve years of Mr. Colton's term of servis the Science Department offerd few courses, the number never being more than seven. One term of chemistry, two of physics, one of botany, one of zoology, one of physiology and sometimes one or more advanst courses which wer taken by only a few students, constituted the Science program. Notwithstanding the small amount of time that was thus given to the different branches of Science and the small amount of knowledge of the subjects that could be imparted in this time, a surprisingly large number of students became fild with the spirit of Science and wer equipt with a proper method of attack. With this equipment, many went out into high schools as Science teachers and hav continued to follow scientific careers. For many years, Mr. Colton and his assistants supplemented the work of the regular year by conducting a summer school of Science. This offerd an opportunity for many of the Science teachers of the state to acquire Mr. Colton's point of view, and it greatly widend his sphere of influence.

With the coming of Arnold Tompkins to the presidency in the fall of 1899, the whole Normal School program was reorganized and we find in the catalog issued in the spring of 1900, a total of seventeen courses in Natural Science taking the place of the six listed in the catalog of the previous year. The work in physics and chemistry was organized as a separate department, and Professor F. D. Barber was placed in charge. Mr. C. W. Whitten was added to the Science faculty as assistant in Natural Science and Mathematics. The new courses added to this reorganization wer not so much more advanst courses as they wer courses fitted to the needs of different types of teachers. Some of these courses mark the beginning of the present ones in nature study and wer intended to prepare teachers to teach Elementary Science in the grades. In the fall of 1903, Mr. Whitten was succeded by Mr. John P. Stewart as assistant in Biology and Physics. The courses which wer intended for teachers of Elementary Science and which wer taught mainly by Mr. Stewart, now came to be cald courses in Nature Study, and this marks the beginning of what is now practically a separate department, in charge of Miss Alice J. Patterson, who succeded Mr. Stewart in the fall of 1907. After the death of Mr. Colton, in the fall of 1906, Dr. John G. Coulter came to take charge of the Biology Department, and held the position until he was succeded

by the writer of this article, in the fall of 1910. In the fall of 1909, Mr. Howard W. Adams joined the Physical Science Department as teacher of Chemistry. In the same year an assistant added to the Department of Physical Training, made it possible for Miss Mabel Cummings, director of that department, to devote more of her time to teaching courses in Physiology. In this same year, also, came Miss Carrie A. Lyford to establish the new department of Domestic Science, and in 1911 an assistant was added to that department. Two years later, in 1911, Mr. I. A. Madden came to organize the new department of Agriculture. Mr. H. H. Russell, Director of Physical Training for Men, since 1910, has been teaching courses in Physiology, and Mr. Thomas M. Barger, Science Critic Teacher in the University High School, has been teaching courses in Physics and Chemistry. Besides all these, more than a dozen outside teachers teach Science to large classes in the summer school. Thus, since the year 1900, our regular Science faculty has grown from two to eight full-time, and two part-time teachers, and the number of courses offered has grown from six to sixty-one. If the present General Assembly makes certain appropriations which have been asked for, two new Science teachers will be added to the faculty next year, and a corresponding number of new courses will be taught.

A good many of the new courses which have been added to the Science program in recent years are advance college courses, intended for the preparation of high school teachers. Others are intended for a more specific training of teachers and supervisors of Elementary Science in the grade schools. Still others are courses which emphasize the economic phases of Science and are intended primarily to supplement the work in Agriculture and Household Science. The institution is thus becoming rapidly equipped to train adequately every type of Science teacher which the public schools of the state need.

It is fitting to say that this remarkable development of the Science departments during the past fifteen years should be credited almost wholly to President Felmley. He has had the hearty co-operation of every member of the Science faculty and yet what has been accomplished has been merely the working out of a definite policy of his. When the function of the original Science Department was limited to that of training teachers by the removal of the State Laboratory of Natural History to Champaign, the problems of the department were made more definite. This definiteness of function entails many advantages which tend to compensate for the loss of the prominence which the State Laboratory gave. We are endeavoring to make the most of these advantages. All our courses are arranged and taught with the needs

of Science teachers and the problems of school science in mind. This gives us at least one important advantage over the large university which attempts to train its students for many other callings along with that of teaching. I believe that this fact is worthy of the notice of any readers of the Quarterly who happen to have the duty of selecting Science teachers, or of advising young people concerning preparation to teach Science. We have a rather long list of good Science teachers in our present graduating class. A number of these will receive the degree this year.

SOCIAL SCIENCE AT NORMAL

O. L. MANCHESTER

Economics, or political economy as it was then always called, made its debut here in the courses of the old high school. So early at least as 1887 it was taught in the classical program if the class in Homer did not materialize, and then, too, those in the general course might take it and omit "Criticism." Occasionally a student enrolled in the normal department took it as an elective or as an optional study with the high school class.

When the high school was discontinued in 1895, a four-year normal school program was formed by adding work in the foreign language to the regular three-year normal course, and in this four-year course political economy found or retained a place. Possibly President Cook's willingness to retain the principal of the old high school in the normal faculty if enough could be found for him to do, may have had its weight among the reasons for keeping economics in the course.

During President Tompkins' presidency our whole course of study underwent a general revision. For several years before that time students coming with a four-year high school preparation had been permitted to finish the normal work in two years. Now this two-year program became the basal course of the school, and among the twenty-four credits it included, economics was accorded one; and when in the years following the three-year and the four-year program crept back into the catalog, in them, too, was found economics. As, more lately, our two-year programs have multiplied, one or more terms' work in social science of some sort has been given place in each.

Economics is now a required course in the following programs: Upper Grade, Manual Training, Art and Design, Agriculture, Household Art, Teachers' College, Commercial, and the two three-year courses. It is elective in the combined Household Science and Art, and in the Music program; also, elective with Sociology in the Lower Grade program. Sociology is required in the Kindergarten-Primary, the Music, the Household Science, and in the combined Household Art and Science course. Industrial History is required in the Household Art program and elective in the Manual Training course. Advanced Economics is required of those taking the course in Agriculture.

Students in the Teachers' College who specialize in social science may take three terms of economics, two of sociology and social problems, and two of industrial history. There are, too, available for them, advanced courses in history, courses in political science, and more or less closely related courses in literature and geography.

Thus within twenty years we have a movement here from practically nothing to surely something. What does it mean?

It means that we have recognized to some extent the irresistible argument that there should be more social science in the schools. What an anomaly it was, that in a school system supported by society and dedicated to the progress of society there was, even in its higher grades, no especial study of society!

When Edward T. Devine called together his district superintendents in New York City and asked them the cause of human misery, they replied that it was ignorance. Through the application of education to life Booker T. Washington would have the colored young men and women solve the race problem. The final recipe of Lester Ward, our foremost sociologist, for social progress is "education." Yet teachers seldom dream that they are social reformers. Entangled in the meshes of our own specialties they do not see that these very subjects have no significance excepting as they add to the net happiness of the race. The omission in a normal school course of those subjects especially adapted to arouse a social consciousness and shed light upon pressing social problems would be regrettable however faithfully the teachers in other lines might emphasize the social side of their subjects. And yet few normal schools have gone even so far as we have in teaching the social science.

This sketch, however, must not degenerate into the third-rate plea for social studies in the schools. It may be concluded with a few words concerning our various courses.

The effort is made to make each course of college grade and to

keep it close to life. The course in sociology includes the study of two texts, one theoretical and the other of decidedly a practical nature. That in social problems contains the briefest possible survey of sociological theory and then the careful study of several great problems more strictly social than economics: such are the problems of crime, marriage and divorce, poverty, immigration. The references of the text-book ar a guide to extensiv library readings. In addition, several books upon social education ar made such use of. Moral education receivs considerable attention.

Seager's *Principles of Economics*, a text easily of college scope, is used in the first course in that subject. The work in advanst economics is changed from year to year, the object being to take the problems especially before the public at the time the course is taught. For example, this winter the study was practically one of contemporary economic politics. The more important acts of the 63rd Congress wer coverd—the Clayton Act, the Federal Commission Act, the Underwood Tariff Act, the Federal Reserv Act; also, more briefly, the War Revenue Act, etc. The congressional record was the text-book, enough copies of the better speeches upon the various bills wer secured to supply the clas, other speeches and discussions wer assignd for special reports, and, in short, we livd in a congressional atmosphere for a time. We came as near to the seminar method of conducting a clas as possible, and the freedom was seldom, if ever, abused. It ought surely in our more advanst work to be possible to get away somewhat from the stand-up-and-deliver text-book-recital method of clas room exercise.

The course in English industrial and social history alternates with one in American. The former course is being taught now. This term we hav spent one month upon a brief text with some library work and reports upon special topics. One week wil be spent entirely upon more special reports and then the clas wil begin a book upon British social politics. This text covers the important social legislation enacted in England since the Liberal Government came into power in legislation of Germany and other European countries, as wel as witr that alredy enacted or proposed for enactment in the United States.

But it must be said in conclusion that the brightest part of the outlook for social education is in the fact that hardly any good teacher now-a-days of any subject can teach in peace unless he makes his subject contribute to social welfare,—not incidently and indirectly, but consciously and clearly. The teacher of reading and of literature is an instructor in sociology; pedagogy and psychology ar becoming social

psychology; history is nothing if economics is left out of it; geography is elementary social science; mathematics, biology, physics, chemistry all are judged by the social results they can show. And this is as it should be no matter what definition of education we accept.

THE DEPARTMENT OF GEOGRAPHY

DOUGLAS C. RIDGLEY.

The subject of Geography has been a part of the curriculum of Normal University from the first, and its earliest teachers are among those who have served the institution longest, and in the highest positions.

Teachers of Geography. Edwin C. Hewett was Professor of Geography and History from 1858 to 1869, then Professor of History until 1876, then President until 1890. During the year 1868-69 Professor Hewett was absent on leave and John W. Cook was acting Professor of Geography and History for that year. Dr. Cook later served nine years as President of I. S. N. U., and is now completing his sixteenth year as President of DeKalb.

In 1869 the two departments were separated, and Henry McCormick was Professor of Geography from 1869 to 1876. When Professor Hewett became President in 1876, the Geography and History were again combined in one department, and from 1876 to 1901 Professor McCormick had full charge of both departments. Professor McCormick was Vice-President of the University from 1892 until he retired from active teaching in 1912, since which time he holds the honorary title of Vice-President Emeritus. His term of service in the institution to date thus covers a continuous period of forty-six years, from 1869 to 1915.

In 1901, when the departments were again separated, Mr. McCormick chose the History work, and the Department of Geography was put in charge of Miss Mary Judson Averett, who remained for two years. In 1903 the writer of this article, who had been a teacher in the Chicago schools for eight years, entered the department.

It will thus be seen that the Geography Department during thirty-seven years has had five persons in charge,—Hewett, Cook, McCormick, Averett and the writer.

For the greater part of these years, all Geography classes were

taught by one person. During the past fifteen years a number of others taught Geography with such signal success that they have received merited promotions to other institutions. Miss Eva Wilkins, for several years teacher of Geography and History, was a member of the faculty of Rollins College, Winter Park, Florida. Miss Marien I. Lyons is a teacher in the Chicago high schools. Our genial friend, George Alexander Barker, who, from 1908 to 1912 taught Geography, and anything else for which a teacher was needed, is now in charge of the Department of Geography in Teachers Normal College of Greeley, Colorado. Miss Myrtle Lisle McClellan, whose one year sojourn is a pleasant memory to all who knew her, went, in 1913, to teach Geography in the State Normal School of Los Angeles, California. Since 1913 Miss Mabel Claire Stark, '06, the first graduate of I. S. N. U. to do work in the Department of Geography of the Graduate School of the University of Chicago, has been teacher of Geography of her alma mater.

The Course of Study—A perusal of the annual catalogs shows the status of the Geography work from time to time, with considerable periods during which the printed course remained precisely the same both as to nature and amount. There are other periods in which the courses indicate a readjustment at relatively short periods, the method of attack changing to meet the demands of the educational thought of the day. Other periods are marked, not so much by change of courses, as by the addition of new courses, to meet the requirements of new programs developed in the general organization of the school.

The courses in Geography developed by Dr. Hewett in the first two years of his teaching were planned to give a year of most systematic and thorough study of the principal continents of the earth, closing with a course in Physical Geography. This year of Geography was followed by a term of Astronomy. The following summary from the catalog of 1859 shows the required work of this department as follows:

South America.....	43 lessons
North America.....	52 lessons
Europe	35 lessons
Asia	20 lessons
Physical Geography.....	40 lessons
Astronomy	65 lessons

This course is outlined by topics and is printed in the catalogs without change or modification until 1876. The analytical outline of the courses indicates the definite, vigorous and intensive study for which Dr. Hewett always stood.

The catalogs from 1877 to 1901 reflect the changes taking place in the field of Normal School Geography during the years when the courses in Geography were molded by the work of Prof. McCormick.

During these years there are four well marked periods.

(1) **1877-1886.** In 1877 the course was so modified that South America was relegated to a subordinate place in comparison with previous courses. North America and the United States were given somewhat more time. Physical Geography remained essentially as before.

(2) **1887-1894.** In this period, the method of presentation became much more important, a course in the grades was marked out, special attention was given to the teaching of Geography in the intermediate grades. North America was treated first in the series of continents, while previously it had had an intermediate place in the program or was treated last.

(3) **1895-1901.** A very complete and comprehensive course is printed in the catalogs. 'The organization of two terms' work develops the topics of the grades, with much more emphasis on method of presentation than in former years. A term of Physical Geography completes the Geography work as throughout all the courses from 1858.

(4) In 1901, before the coming of Miss Averett, the most important reorganization of the Geography work in the history of the institution took place. The subject matter of Geography was organized from several standpoints into seven courses instead of three, to suit the various groups of students in the two-year, three-year and four-year courses. This accompanied a reorganization of the entire normal school curriculum and marks the passing of a single, fixed, inelastic course of study required of all students and the institution of courses of varying length to suit the degree of preparation of students entering the school.

It is interesting to note that far-reaching and fundamental changes in the course of study in Geography took place not with the change of teachers, but with change of Presidents. In 1876 Dr. Hewett became President, and the catalog of 1877 contains the first changes in the Geography courses since the organization of the department.

During the two years 1899 to 1901, under Presidents Tompkins and Felmley, the curriculum of the entire school underwent the one complete and thoroughgoing revision of its history. This affected not only the Geography, but all subjects.

The seven courses outlined in 1901 were put into effective operation by Miss Averett. Further additions have been made from time

to time to suit the needs of new programs as they have been added to the general curriculum.

In 1908 courses were added so that students could do a full year of Geography as elective beyond the required work for graduation from the Normal School. In 1911 a second year of advanced work was offered so that students doing senior college courses might elect two full years of Geography.

Two other courses have been added to suit the needs of students pursuing the special country school programs. At present sixteen courses are scheduled as follows. All are twelve weeks' courses except Course 2 which is a six weeks' course.

Normal School Courses.

- Course 1. Elementary Physical Geography.
- Course 2. Human Geography.
- Course 3. General Geography of the World.
- Course 4. Geography of North America.
- Course 4A. Geography of South America.
- Course 4B. Geography of South America.
- Course 5. Primary Geography.
- Course 6. Commercial Geography.

Senior College Courses.

- Course 7. Geography of Europe.
- Course 8. Geography Method.
- Course 9. Advanced Physiography.
- Course 10. Geology.
- Course 11. Climatology.
- Course 12. Conservation of Natural Resources.

Country School Course.

- Course 13. Physical Geography adapted to State Course of Study.
- Course 14. Geography Method for Country Schools.

Required Work in Geography.

From 1857 to 1901 all students were required to take the full course as outlined for one year.

Following 1901, students were classified in three programs, requiring 36 weeks, 30 weeks, and 18 weeks of Geography, respectively, with the opportunity of elective courses which would give two full years of Geography. With the introduction of special programs, and the extension of senior college courses, more complete election of subjects became necessary. In the present programs the required work

in Geography varies from 12 to 36 weeks, while in some of the special programs no special Geography is required.

The courses now offered enable a student to take four full years of Geography, of college grade. Students who have completed three years of college work in Geography are admitted to the graduate courses in Geography in the University of Chicago. Four graduates of I. S. N. U. have taken graduate courses in Geography at the University of Chicago during the present school year.

I. S. N. U. Graduates in Geography. Most of the graduates of I. S. N. U. have taught Geography in the grades as one of the regular subjects. Others have taught Geography as a special subject in departmental grammar schools. Others have taught Geography as one of the high school subjects, while some are special teachers of Geography in large high schools. Four graduates known to the writer are teaching Geography in the state normal schools of Arizona, Wisconsin, and Illinois; one is a university Professor of Geography in Minnesota. At least four graduates have influenced the teaching of Geography far beyond the limits of Illinois:

Henry McCormick, '68, through his wide influence as teacher and author of **Practical Work in Geography** and **Suggestions on Teaching Geography**.

Charles A. McMurry, '76, through his **Special Method in Geography**, and three volumes of **Type Studies in Geography**.

Frank McMurry, '79, through his work as co-author of the Tarr and McMurry Series of Geographies.

William J. Sutherland, '92, as teacher of Geography in Macomb Normal School, and author of **The Teaching of Geography**.

Present Equipment of the Department. Since the remodeling of the old Training School building in 1914 for library and class room purposes, the Geography Department occupies rooms on the first floor of this building. The southwest and northeast rooms are class rooms especially well supplied with maps for all courses. Between these two rooms is a well-appointed office for the teachers of the department. The northwest room contains a Thompson stereopticon and reflectoscope of the highest quality ready for use at any time, and available for all teachers of the school. A planetarium in this room illustrates the earth, sun, moon system with remarkable vividness.

In the library are to be found a well selected list of books bearing on the various courses, and additions of considerable importance are made each year by a careful selection of the most recent Geographical books of permanent value. The books of the library are supplemented

by exceptionally valuable collections of pictures and museum exhibits. These are installed in the library in order that they may be used as readily by the training school and other departments as by the Geographical teachers. This illustrative material contains:

1. Several thousand pictures mounted on cardboard illustrating the Geography of all countries and all important industries.
2. Three thousand stereographs classified geographically.
3. One thousand lantern slides arranged for immediate reference use on any Geographical topic.
4. The thirty-nine museum exhibits of the "Opto" Industrial Collections.
5. Twenty museum exhibits obtained from manufacturers and business firms throughout the country.

This material is a part of the Geographical Library and is as readily obtained for classroom use as books. The Geography work of the Training School is an integral part of the Geography work of the University, and every facility for instruction in the Normal School classes is made fully available for use of Training School classes through the cooperation of the library and the provision of a special room for the use of the stereopticon.

A Man of Wide Fame. During the years 1868 to 1872, Normal University listed among its teachers, a man whose title in the faculty did not appear in the catalogs of the institution before nor after these dates. His work was so closely connected with Geography that his position should be mentioned here. This man was John Wesley Powell, Professor of Geology and Curator of the Museum. Mr. Powell held his position during the time that he made some of the most remarkable Geographic and Geological explorations ever made in America. He started from I. S. N. U. to make his noted trip through the many canyons of Colorado. With twelve men and three boats he entered the Green River in Wyoming and after a perilous journey in the dangerous current of the Green and Colorado Rivers, his party came safely through the canyon in western Arizona. This feat was all the more remarkable in view of the fact that Major Powell had but one arm, having lost the other while a soldier in the Civil War. He later became Director of the United States Geological Survey. His extensive travel during the days of early western development, his power of scientific reasoning, and his constructive imagination enabled him to see clearly and express fully the possibilities of the West which were not appreciated by others until thirty years later. His name appears as Director of the United States Geographical Survey on the large model of the United States in the Geography rooms.

A REMINISCENCE

WILLIAM S. MILLS, '75

Is there space in your page for a one-time Illinoisan who would not take the famous Greely advice as a young man, but went the other way? There are a few names in your last number that suggest memories of the early seventies. One of them is John W. Cook. We respected those masters for their superiority. We loved John W. Cook for the human touch with which he met us. He talkt with us about things not found in the books. He was a toucher of the student; not merely a teacher.

Till life passes, if even then, the impression made by the first view of the Normal bilding and its working forces wil not fade. The arrival was on November 14, 1870, in good time to see the two platforms mand by six of the faculty to join in the exercises of dismissal for the day. Beginning at the south end of the line, they wer Metcalf, Cook, Hewitt, Pres. Edwards, Stetson and Sewall. It inspired one to see Thomas Metcalf step down to the piano and play the tune Hebron to the hymn:

"Thus far the Lord hast led me on,
Thus far His power prolongs my days,"

and to hear three hundred voices join in the strain; to see him bend from the formal exactness of his subject, mathematics, to lead in the devotion of the hour.

None can fail to recall Edwin Hewitt's leadership thru the pages of Guyot's "Earth and Man," and his generalizations on geology. In substance, tho not in this style, he recounted his recollections:

Men once thought that all of earth's changes
By sudden upheavals wer made;
'That rivers, plains, vales, mountain ranges,
Wer outbursts by Nature displayd.

Earth's pace has, in truth, been quite stedy;
Slight change to convulsion was due.
When all the conditions were redy
The old was replaced by the new.

And, whether advanst or initial,
Life kept up its slow spiral climb.

The "ages" ar quite artificial,
A mere help to concept of time.

One may still hear President Edwards' sonorous voice in counsel from the platform, and see the assembly rise at the lifting of his hand.

Your pages hav about vanquisht our conceit that we learned how to spell. It astonishes us to see how many words we ar missing these days. We wrote twenty-five words as a lesson every morning then. Dr. Edwards decreed that a miss of more than one word during a term meant "Do the term's work again." No plea could induce him to excuse three mistakes, and Albert Stetson would persist in checking every little slip of the pen. What would they say to your spelling? Their taste for correct form in the field of literature was fastidious and just.

Dr. Joseph Addison Sewell's originality very servisably upset our boyhood notions of effort. Zeal for the precept "Try, try again," receivd from him the surpassing rebuke: "It isn't enough to try." He emphasized accomplishment thru work, and in a pleasing vein told us:

The paleontology teachers
Say ancient life, little and big,
Left fossils revealing its features
To all who ar willing to dig.

To search out profound information
One needs possess qualities rare;
To probe to the very foundation,
To classify, weigh, and compare.

He knew how to do it all, and when he obeyd the summons to go west, it was no small task to fill his place. The search found Stephen A. Forbes, who was imbued with the spirit of the naturalist, and loved the atmosphere of field and museum. Young tho he was, he knew geology and the animal history of the world, the story of fossils, and of its reptilian age, when

Our earth was once fearful to think of,
Ere plants bore a blossom or bud;
The water unwholesome to drink of,
And what was not water was mud.

The water and land were all teeming
With creatures from monster to mite;
The law for each animal seeming
To force it to flee or to fight.

To name every "saurus" comprises
A task one would deeply deplore;
The list would include all the sizes
From one foot to eighty or more.

No Peace Congress ruled in those days,
Ere man taught the world the right way;
Defeat and grim death were the wages
Which want of alertness must pay.

Just think of the millions of seasons
Gone by since their funeral knell!
And now they amaze us, for reasons;
The experts "restore" them so well.

When clumsy Leviathans wallowd,
Such terrible sights to behold,
What hosts of their neighbors they swallowed!
The number can never be told.

Some shambling with hulk of the LummoX,
Sought verdure to settle their maws;
They were all controld by their stomachs;
Their appetites governd their jaws.

They browsd on the uppermost branches,
With help of long necks, and their toes;
Or leisurely sat on their haunches
To eat and keep vigil for foes.

To add to their features most horrid,
What all other animals lackt,
Some had a third eye in their forehead;
A hole in the skull points the fact.

Then swam the great ichthyosaurus,
With tail of most powerful swish;
His name tells his life story for us,
A compound of lizard and fish.

And there wer the dinosaur brothers;
Diplodocus, Morosaur, too;
With old Brontosaurus and others,
They turnd the swamp into a "zoo."

Beneath our farms, blooming in tillage
No history tells where or when,
They swasht in cantankerous pillage
And warfare, in bayou or fen.

That king of the air, pterodactyl,
A puzzler mid earth's ugly things,
Would stagger belief in the fact 'till
One sees the clawd lizard with wings.

These reptils, the Surassic wonders,
Livd not their long era in vain,
For Nature was making no blunders,
Their mystery time would explain.

Alredy their skeletons, stony,
Giv proofs too amazing for words;
Their structure was prototype bony,
Of snakes and our beautiful birds.

The scientist grows quite adept in
The finding of fossils, and where
The soft earth those creatures once stept in
Has turnd to stone since they wer there.

Their roaming, their challenge and fighting
Hav ended this many an age,
Yet man has decipherd the writing
They left on their mother earth's page.

The lakes that they lasht into foaming
Wer long ago draind to the sea;
Who dreamd that our lovely Wyoming
A saurian puddle could be?

But certain it was, and the fossil
Has risen from out its dark grave;
The beast petrified is quite docil,
And seems now inclined to behave.

One needs to make a break to find a stopping place, the real end is so far off. The thoro student could write a text book and confine himself to what those noble Normal workers taught. No wonder they are rememberd,

Fifty-Sixth Commencement Week Program

- Reception to Senior Class—Friday, June 4, 8 p. m., residence of President Felmley.
- Union Meeting of Philadelphian and Wrightonian Societies, Saturday, June 5, 8 p. m.
- Baccalaureate Address, Sunday, June 6, 10:30 a. m., by President John William Cook, DeKalb, Ill., at the Auditorium.
- Annual Address Before Christian Associations Sunday, June 6, 3 p. m., by Rev. J. N. Elliott, Bloomington, Illinois. Concert by Choral Society.
- Junor Reception to Senior Class, Monday, June 7, 7:30 p. m., at the Gymnasium.
- Annual Reception to Board of Education, Tuesday, June 8, 8 p. m., at Gymnasium.
- Annual Meeting of Board of Education, Wednesday, June 9, 9 a. m., President's Office.
- Closing Exercises—Country School Department, Wednesday, June 9, 1:30 p. m., at Auditorium.
- Closing Exercises—University High School, Wednesday, June 9, 3 p. m., at Auditorium.
- Physical Training Exercises, Wednesday, June 9, 6:30 p. m. University Campus.
- Senior Class Play Wednesday, June 9, 8:15 p. m. Auditorium.
- Graduating Exercises Thursday, June 10, 10 a. m. Presentation of Diplomas, Hon. Charles L. Capen, President Board of Education. Auditorium.
- Annual Alumni Dinner Thursday, June 10, 12:30 p. m., Art Rooms, Manual Arts Building.
- The Graduating Class, Faculty, and Board of Education cordially invite you to attend these exercises.

Summer School Teachers

Because of the large attendance in the summer school, the total enrollment in the summer having reached 2,065, and from the further fact that the regular members of the faculty teach only one term, it is necessary to employ thirty-three additional teachers. These for the summer of 1915 are as follows:

William George Bate, History and Civics, second term, now principal of the high school at Mankato, Minn. He is a graduate of Ripon College, Ripon, Wis., and a graduate student in the School of Education, University of Chicago. Mr. Bate was for several years teacher of History and Civics in the Jacksonville high school.

Florence Bullock, United States History and Medieval History, first term. Miss Bullock and several of her sisters were students at the State Normal University. She is a graduate of the Charleston Normal School and of the University of Illinois, received her Master's degree at Columbia University, and has studied the past year in the University of Chicago. Miss Bullock at one time was principal of the high school at LeRoy. She was in last year's summer staff.

Essie Chamberlain, Literature, second term. Miss Chamberlain is a graduate of the Illinois State Normal University and of the University of Chicago. For four years she was the principal of the high school at Sullivan, Ill., and for the past two years has been teacher of Literature in the Oak Park Township high school.

Anthonette Durant, Grammar, second term. Miss Durant is a graduate, cum laude, of the University of Chicago. She has served as principal of a ward school in Streator, was for some years training teacher of the sixth grade in the I. S. N. U. and for the past four years had been head of the

This pink sheet indicates that your subscription to the ALUMNI QUARTERLY has expired and you are urged to renew it at once.

We are putting into the QUARTERLY every cent that we have or have in sight, and of course we are always needing money. So far we have experienced no shortage of material to print that would be of interest to the alumni. Our limiting factor is money with which to pay the printer and we shall continue to enlarge the size and scope of the QUARTERLY as fast as available money will permit.

We shall follow, for the present at least, the policy of sending the QUARTERLY until it is ordered stopt.

Please do not forget to renew your subscription promptly.

Faternally yours,

J. L. PRIGER,

Business Manager.

Two fine good looking blue eyes
looking in the light
and a long and thin nose
by nose

We are passing into the
there are some blue eyes
of course we are always
for the nose is
interested in the
the almost blue
with which he
concerned in the
COLUMBIA we have
with women

We shall return for the present to
the office at
it is
those who are
COLUMBIA

Yours truly
J. A. PAUL
BOSTON

Department of English in the State Normal School at Platteville, Wis. Miss Durant was in last year's summer staff.

H. H. Edmunds, Arithmetic Method, first term, graduate of the State Normal University of 1896, and of the University of Illinois. Mr. Edmunds has been superintendent of the Clinton schools for many years, and has been a member of our summer school staff several years.

Naana Lynn Forbes, Reading, second term. Miss Forbes is a member of the faculty of the Columbia School of Expression in Chicago, and last year was the regular teacher of Reading in the Normal University.

John A. Gehlman, Grammar, first term. Mr. Gehlman is a Sangamon county teacher, a graduate of the Springfield high school, who graduates from Knox College this summer. Mr. Gehlman, when a student in our summer school three years ago, received from Miss Hayes the highest grade in Grammar ever given by her in this institution.

Martin F. Gleason, Drawing and Design, both terms. Mr. Gleason for some years has been Supervisor of Drawing in the city of Joliet. The excellent organization of the art work in the Joliet schools has given Mr. Gleason a very high reputation as a teacher of arts in public schools.

Binney Gunnison, Public Speaking and Reading, first summer term. Professor Gunnison was for several years head of the Public Speaking Department in Millikin University. He now holds the same position in Lombard College, Galesburg.

Daniel Hannon, Arithmetic, second term. Mr. Hannon is principal of the Longfellow School, Oak Park, Ill. Mr. Hannon was graduated from the Normal University in 1909 and was a member of last summer's staff.

William Hawkes, Arithmetic and Geometry, first term. Mr. Hawkes is a graduate of the State Normal University, 1901, and of the University of Illinois. He has served as Superintendent of Schools at Ipava, Eureka, Minonk, Petersburg and Litchfield.

Faye Hester, Elementary Sewing, first term. Miss Hester was graduated from the Normal University, Department of Home Economics, in 1913. Since graduation she has taught Sewing in the Shortridge high school, Indianapolis, and at Clinton, Ind.

Martha Hunt, Algebra and Trigonometry, first term. Miss Hunt has studied at the I. S. N. U. and the University of Chicago. She has taught at various points in Illinois, was a member of the faculty of the Normal University during the year 1906-07, and for the past eight years has been teacher of mathematics in the Shortridge high school, Indianapolis, Ind.

Guna C. Kelly, Music, second term. Miss Kelley is supervisor of music in Clinton, Ill., and was a member of our last summer staff.

R. R. Kimmell, Arithmetic, first term. He was graduated from the Normal University in 1906, served for eight years as County Superintendent of Lawrence County, and is now principal of the high school at DuQuoin, Illinois.

C. W. Lantz, Botany and Zoology, first term. Mr. Lantz is a graduate of the State Normal School at Macomb, class of 1909, received his B. A. University of Illinois, 1913, his M. A. 1914. He is now a student for the Doctor's degree. He has taught in the summer school at Macomb.

Harry Lathrop, Geography, first term, a student in the graduate school University of Chicago. Mr. Lathrop graduated from the Normal Department, I. S. N. U. 1912, Teachers College, B. E., 1914. He has served as

principal of the Paxton high school.

R. H. Linkins, Zoology, first term. Graduate of Illinois College, and of the University of Illinois, now a member of the faculty in the latter institution.

W. W. McCulloch, Arithmetic, first term. Superintendent of public schools, Pontiac, Ill. For several years he has been a member of the summer school staff.

Ruth Moore, Grammar, first term. A graduate of the I. S. N. U. high school and of the University of Chicago. For many years Miss Moore has been teacher of English in the Bloomington high school. She was a member of the summer staff previously.

George Mounce, Physics, first term. A graduate of the I. S. N. U. 1910, University of Illinois 1913, teacher of Physics and Chemistry in La Salle Township high school. Mr. Mounce was a member of last year's summer staff.

L. A. Pechstein, Pedagogy and Psychology, second term. A graduate of the Warrensburg State Normal School who has studied at the University of Missouri and at the University of Chicago for a considerable period. He is a member of the faculty of the Oklahoma Institute of Technology and is now absent on leave doing graduate work in the University of Chicago.

Harry Ambrose Perrin, Pedagogy, first term. A graduate of the Normal University, 1903, and of the University of Chicago. He has been Superintendent of Schools at Pawnee, Carlisle, and Lincoln.

John A. Strong, Algebra and Civics second term. Graduate of the I. S. N. U. class of 1896, of the Teachers College 1910, for many years principal of the Whittier school, Oak Park. Mr. Strong has long been a

member of our summer school staff.

George Sype, Physics and Chemistry, second term. Mr. Sype is a graduate of the University of Illinois, has taught for many years in the Austin high school, Chicago. For two years he has been a member of our summer school staff.

Harley J. Van Cleave, Zoology, first term. He is a graduate of Knox College, and of the University of Illinois, now a member of the faculty in Zoology in the latter institution. For two years he has been a member of our summer school staff.

Laura Van Pappelendam, Primary Handwork, first term; a teacher in the Art Institute, Chicago; for several summers our efficient teacher of Primary Handwork.

I. N. Warner, Arithmetic, first term. A graduate of the I. S. N. U. 1899, and of the University of Chicago, now teacher of Arithmetic in the State Normal School, Platteville, Wis. Mr. Warner was eighth grade training teacher in this institution for three years and has long been a member of the summer school faculty.

Susan E. Wilcox, English Literature, first term. Miss Wilcox is a graduate of Wellesley, and for the past twenty years has been a teacher in the Springfield high school, a member of our summer staff for three years.

Row W. Withrow, Physics, second term. Teacher of physics, township high school at Spring Valley, Ill. Mr. Withrow is a special student of Physics in the University of Michigan, holding a Master's degree from that institution.

Ruth Marshall, Nature Study, first term. Miss Marshall received the major part of her education in the University of Nebraska, was for several years in charge of the Department of Biology in Rockford, and is now a

member of the faculty in the University of Illinois.

Harry M. Clem, Geography, second term. A graduate of the University of Chicago, a Master of Science in Geography, now a teacher in the John Marshall high school, Chicago.

Mabel E. Fletcher, English, second term. Librarian and teacher of English in the Decatur high school.

A former summer school student. A frequent contributor to school periodicals, to the Youth's Companion, Everybody's and other popular magazines.

It will be noted that twenty-six are Illinois teachers. Sixteen are former students of I. S. N. U., twelve of the University of Chicago, seven of the University of Illinois.

UNIVERSITY FOR THE QUARTER

On Friday and Saturday, April 30 and May 1, was held, at Normal, the second annual meet-

Literary Association ing of the Illinois Association of Literary Societies. This

organization was formed last year and held its first meeting at Northwestern University. It includes in its membership, literary societies in the following institutions: Northwestern University, University of Illinois, Carthage College, William & Vashti College, Northwestern College, Blackburn College, and Augustana College.

At these annual meetings contests are held in oratory, declamation, and debating. Last year the representatives of the Philadelphian Society of the I. S. N. U. won first in both oration and declamation, and this year, they won first in declamation and second in oration. Miss Edna Lorenz won the declamation, and Mr. Bert Hudgins won second in oration.

By joining this association, winning so many honors, and entertaining the annual meeting, the Philadelphians have surely succeeded in "putting one over on the Wrightonians." They seem to enjoy it, too, as only a Philadelphian can enjoy such a thing.

An exceptionally good meeting of the Central Division of the Illinois State Teachers' As-

Central Illinois Teachers sociation was held at Normal on April 2 and 3. Dean O.

L. Manchester was chairman of the executive committee, and so was practically responsible for the excellent program. The general theme of the program was the relation of the school to social problems. Booker T. Washington, Hamilton Holt, and Dean Shailer Mathews were the leading speakers on the general program. More than two thousand people attended some of the sessions.

The students of the Manual Training department have formed a new organization which is

Manual Training Men Organize somewhat similar in its purpose to the Science Club previously mentioned in the Quarterly.

The organization is intended to cultivate a helpful department spirit and to contribute certain values to its members which are more or less outside of the work of the courses.

The concert given March 5 by the I. S. N. U. Choral Club was attended by a large and appreciative audience.

Choral Club Concert Much time had been spent in preparation

for this concert and those who attended it were apprized of the fact by the splendid presentation of all numbers on the program. The violin solos by Miss Pohlson, of Springfield, were well interpreted and thoroughly enjoyed. The program as given was as follows:

How Lovely Are the Messengers
from "St. Paul".....Mendelssohn
Spring Song.....Mendelssohn

(a) Souvenir.....F. Drdla

(b) L'Escarpolette (Swing Song)

..... Ethel Barns

Theoline Pohlson

Traumerei Chorus from Tannhaus-
ser Wagner

(a) March Grotesque.....Sinding

(b) Rondo Capriccioso.Mendelssohn

Edna Klawonn

(a) Minnehaha, Indian Serenade..

..... Loring

(b) Dream and Snowflake

..... Mozkowski

I. S. N. U. Girls' Glee Club

Peasants' Wedding March.....

..... Sodermann

Let's Be Laughing Abt

(a) Au Bord D'un Ruisseau (By
the Brook Boisdeffre

(b)Valse TristeSibelius

Theoline Pohlson

My Shadow Hadley

Nightingale and Rose..... Lehnert

There is in course of construction at the university a bandstand that, when completed,

Portable Band Stand may easily be carried to any spot on the campus and in

five minutes be set up ready for business and capable of seating thirty-five

musicians. The lumber has been donated and the manual training students are furnishing the necessary labor.

Prof. Westhoff, head of the music department of the university, has accomplished wonders this year in the way of bringing together an aggregation of students, many of whom never knew the name of the instrument they are now playing, that even by the present time are capable of producing music that is a pleasure to listen to. As student affairs were given during the fall and winter and various conventions, etc., were held at the university the band has had the opportunity to "get in" much thorough practice.

No formal notice has gone forth that the students and townspeople of Normal and vicinity are to have the pleasure of evening concerts from time to time, but judging by the preparations that are being quietly made it is probable that such treats are in store for this community.

Prof. R. W. Pringle, principal of the University High School, recently received the list of

U. High on Accredited List schools belonging to the North Central Association of

colleges and high schools and U. High was on the list. University High has never been on the accredited list of this association on account of a technicality, although the State University of Illinois has had this school on the accredited list for a long time. The association consists of eighteen states and the high school inspectors of each state in this association are members of the official board. Mr. Hollister, of Illinois, and his assistant visited U. High some time ago, and it was upon his recommendation that University High was admitted to the association.

William Allan, the Normal university orator, won April 9 from Wade Adams, of Macomb Normal school. The winning oration was "Woodrow Wilson,"

and was one of the best delivered here in recent years. The winner has excellent thought and composition and is possessed with a good delivery. The lessons he drew from the life and deeds of the president of the United States were timely and the oration as a whole is creditable. Mr. Adams delivered an oration on "A Prison, Yet Not a Prison."

Miss Dell Marie Brokaw won the reading, her selection being "The Highwayman." Macomb was represented by Miss Frances Foley, who rendered "The Littlest Rebel."

The extemporaneous address was won by Ernest McCall, of Macomb, the visiting speaker talking on the subject, "The Cost of War." He defeated Miss Dorothy M. Garrett, of Normal.

By winning the oration Mr. Allan is entitled to represent the normal schools of the state of Illinois in the interstate contest to be held at La Crosse, Wis., on April 30. This is the second oratorical contest Mr. Allan has won this year and he receives his second medal, winning the Edwards medal some time ago.

In the last number of the Quarterly, we stated that Dr. Charles McMurray had been elected President of the Peabody College for Teachers. We have learned since that it was the Chair of Pedagogy in that institution which he has accepted, instead of the presidency. We pass the error on the Daily Pantagraph, from which we gained our first information.

The twelfth annual demonstration of the department of physical training of the Illinois State Normal University was given March 11 in the gymnasium.

The demonstrations are always of interest and this year the program was more so than usual. The program was as follows:

- I. March on to Floor—
Sixth hour class, physical training II.
- II. Play Ground Games—
Herr Slap Jack.
Squirrel and Trees.
Children's Polka.
Danish Dance of Greeting. Physical training II.
- III. Competitive Drill in Floor Work
Representing teams from four classes. Physical training II.
- IV. Play Ground Games—
Obstacle relay race.
Three deep. Second and fourth hour classes. Physical training II.
- V. Dances—
Vineyard dance. Sixth hour class.
Minuet.
Bo Peep. Third hour class.
- VI. Men's Gymnastics.
(a) Marching.
(b) Dumbbell drill.
(c) Heavy apparatus.
Parallel bars.
German horse.
Mat. Men's class.
- VII. Volley Ball—
Seventh hour vs. eighth hour. Men's classes.
- VIII. Aesthetic Dancing—
Fire Flies.
Polka Miniature.
Dancing Topsey. Dancing class.
Judges—Mrs. Spencer Ewing, Mrs. W. W. Whitmore, Miss Ella McCormick.
Miss Lydia A. Clark, instructor of women.
Mr. H. Harrison Russel, instructor of men.

The Wrightonian and Philadelphia Literary Societies of the university held an unusually fine program on Saturday night, March 6. A large crowd of

about 150 were in attendance and pronounced it a success. The outgoing presidents and secretaries of both societies were on the platform in the Philadelphia hall and presided during the program which was given as follows:

Noise—Scissorville Band.

Philadelphia Girls' Quartet, the Misses Freeman, Piatt, Hall and Sherrard.

Paper—Miss Dorothy Garrett.

Piano solo—Miss Ruth Freeman.

Reading—Miss Dell Marie Brokaw.
Recess.

Wrightonian Girls' Octet—Misses Yeck, Potts, Sloan, Norris, Rose, Entler, Tiedman and Garrett.

Paper—Miss Stipe.

Reading—Miss Nelson.

Piano duet—Misses Ibbotson and Klawonn.

At a recent meeting of the faculty, it was voted to adopt what is known as the "Point System" at the I. S. N. U. next year. The

The Point System

object of this system is to limit the number of student activities in which a student may engage. In the past, it has often transpired that certain students who were capable and popular have had so many honors and responsibilities thrust upon them that they were either incapable of doing good class work or were forced to injure their health. At the same time, these opportunities for the development of leadership and other qualities which the student activities afford, were not very well distributed among the students under the old

plan. A committee of the faculty has worked out a classified list of student activities, assigning to each a certain number of points, ranging from two to fifteen. No student will be allowed more than twenty points during one term. Thus, the manager of the Index, during the spring term, earns fifteen points in that work. If he should be a member of the band, which counts five points, he would not be permitted to engage in any other student activities. He could not be a participating member of the Wrightonian society, for this counts two points and would bring his total of points above the limit. It is believed that this system will add considerably to the efficiency of the class work.

Miss Mabel Carney, who was head of the Rural School Department of I. S. N. U. for three

Miss Carney years, and who is
Visits Normal now rural school inspector of the state

of Minnesota, paid Normal a visit recently. She gave an interesting account of her present work in a short address at general exercises. She seems to have a splendid opportunity in her new position for exercising her unusual powers of organizing and inspiring country communities, and yet she gave us the impression that she still greatly regretted leaving the I. S. N. U.

The following Seniors have been selected as commencement speakers for the coming graduation day: Vest

Commencement tion day: Vest
Speakers Rogers, Ellen Hopkins, William Allan

J. Earl Case, Beulah Harvey, Paul K Benjamin, and Bert Hudgins. The first four named were chosen by the faculty, and the last three by the class

Recently Miss Ange V. Milner, librarian, was presented with several large bouquets of jonquils, narcissus and sweet peas by her many friends among the students and the faculty. Miss Milner is considered the patron lady of the school, and the untiring and earnest work she has done in making the library the valuable and efficient organ that it is, has not gone unappreciated.

When Miss Milner took charge of the school library in 1890 there were 7,000 volumes in the library and at present there are over 30,000 volumes. Miss Milner is one of the most earnest and conscientious members of the faculty and it is known by the student body that they have no firmer friend than she. The average student entering school has the feeling at first that the librarian who is so thoroughly and deeply in earnest is ever stern and unrelenting and that she never misses a chance to descend on the unwary. But before they leave the institution it is the unvarying rule that among the names of those called friends, Miss Milner's ranks with the highest.

Our baseball team has played three of the eight games of the season, and lost all of them by scores as follows:

Baseball Team Wesleyan, 10 to 1;
Loses Games Augustana, 8 to 5;
 Bradley, 6 to 5.

The following is the remainder of the schedule for the year:

May 8—Eureka at Eureka.

May 20—Eureka at Normal.

May 25—Wesleyan at Normal.

Hamill is the best pitcher and best all-around player that we have had for years, and if the team is able to give him better support in the remaining games, we should expect some victories.

The triangular debate between teams from the I. S. N. U. from the Normal school at Oshkosh, Wis., and the one at Terre Haute, Ind., occurred

on Friday, April 23. The question debated was: "Resolved, That the Present National Democratic Administration Has Justified Its Election." The debaters on the affirmative side of the question won at all three places. This seems to indicate that the question was somewhat one-sided, and yet, in every point of debating Normal's affirmative team, which debated at home, outlasted their opponents from Terre Haute. Our affirmative team was composed of Miss Alice Gasaway, Mr. Robert Grubb, and Mr. J. Earl Case. The negative team which debated at Oshkosh was composed of Mr. Robert Ernest, Mr. James Wilson, and Mr. Noah Braden.

A large number of people from Normal and Bloomington had the pleasure of hearing

Alton B. Packard Alton B. Packard,
Cartoonist the cartoonist, Saturday evening, the

27th of March, in the last number but one of the lecture course. All the numbers this year have been first-class and the number given at that time served to uphold the record made this year.

Mr. William Allan, of the present Senior class, who won first place in the Edwards medal

Oratorical contest in February,
Contests also won from the orator from the Ma-

comb Normal School in the contest held at Normal on April 9. On April 30th he won fourth place in the Inter-Normal School contest held at La-crosse, Wisconsin.

THE ALUMNI

Originally the normal school was planned to train teachers for the elementary schools. But with the rise of the modern high school and its development as an integral part of the public school system many normal school graduates have found a place in the high schools of the state. This is especially true of the smaller high schools. Moreover, many of our alumni have become superintendents of the city school systems, and in those positions they have charge of the high school work, as well as the work of the elementary schools, and often teach high school classes so far as they have time for any teaching. The influence of the I. S. N. U. over high school work of Illinois is best shown by noting the many high school positions now being filled by our alumni. With the establishment of the Teachers College, with its advanced courses, adequately preparing our alumni for high school work, the influence of this school over the high school system of the state is certain to increase rapidly in the future.

In the School Directory for Illinois for the current year, 109 township high schools, offering four-year courses, are listed; the Directory also lists 399 city high schools, offering four-year courses. The following is a partial list of our alumni teaching this year in the high schools. The subjects taught by these alumni are also given. The Quarterly will be glad to correct this list and complete it if the information can be secured. If you know of omissions or mistakes in this list, kindly inform the alumni editor.

Alumni of the I. S. N. U. teaching in the Township High Schools:

Oliver R. Zoll, principal Mathematics and Physics, Arlington Heights.

Eunice Blackburn, '08, principal Science and Sewing, Arlington.

Estella Fritter, '14, English, Assumption.

E. M. Augspurger, '14, principal High School subjects, Carlock.

Clara Erbes, '02, German, Centralia.

Edwin L. Boyer, '92, principal Chicago Heights.

Emma Harris, '07, English, Collinsville.

Oren A. Barr, '07 and '13 Teachers College, History and Civics, Eldorado.

Hattie Diemer, '13, principal High School subjects, Ellis.

Ruth A. David, '02, Mathematics, Gibson City.

Clarence Bonnell, '99, Science, Harrisburg.

Augusta Kreiger, '06, German, Highland Park.

Grace Bookwalter, '07, German, Joliet.

Lorimer V. Cavins, '03, English, Joliet.

George D. Mounce, '10, Science, LaSalle.

Ida W. Bond, '02, English, Mt. Vernon.

Freda Rentchler, '12, Domestic Science, Mt. Vernon.

Essie Chamberlain, '08, English, Oak Park.

Mary Elsie Gildersleeve, '08, Domestic Science, Pawnee.

Earl W. Boyer, '13, Mathematics, Pontiac.

Lela Bullock, '08, Domestic Science, Streator.

Alumni of the I. S. N. U. teaching in the City High Schools:

Thomas P. Sinnett, '04, Algebra and Civics, Rock Island.

Lucy E. Normile, '12, Domestic Science, Alexis.

Harry L. Walker, '12, principal Science, Astria.

Clifford D. Jacobs, '13, superintendent Science and History, Atlanta.

Frances Crewes, '14, principal Mathematics and Civics, Atlanta.

Carrie Boling, '07 and '12, Sewing, Atlanta.

Evangeline Gillespie, '13, Science, Bement.

Ruth Moore, '94, English, Bloomington.

Inez Hedden, '09, English, Bloomington.

Harvey T. White, '14, superintendent Sciences, Carlinville.

Elsie Wetzel, '13, Mathematics, Carlinville.

Carl Nutty, '14, Com. Geography, Carlinville.

David H. Wells, '00, superintendent English, Carthage.

Fremont Wirtl, '14, principal Science and Mathematics, Cerro Gordo.

Grace Cavins, '11, Domestic Science, Charleston.

Maude Fairfield, '03, principal Latin and German, Chenoa.

Samuel E. Reeher, '99, superintendent Algebra and Zoology, Chester.

Elzy F. Downey, '02, Physics and Chemistry, Flower Tech. High, Chicago.

Roy Webster, '03, Physics, Lans Tech. High, Chicago.

M. Joice Adams, '85, History Medill High, Chicago.

Fred Hartin, '13, principal Science and Bookkeeping, Cissna Park.

Eulalia Tortat, '13, Latin and English, Cissna Park.

Henry H. Edmunds, '95, superintendent Economics, Clinton.

Glenn Griggs, '11, Physics and Mathematics, Clinton.

Lida J. Smith, '94, Science, History and Civics, Colfax.

P. H. Hellyer, '07, superintendent Mathematics and Civics, Cuba.

Moses R. Staker, '12, superintendent Geometry and Com. Geography, Delavan.

C. H. Brittin, '07, principal High School subjects, Easton.

Clara Clayton, '13, Music, Effingham.

W. L. Goble, '93, principal Elgin.

Sylvia Smith, '07, Algebra, Economics and History, El Paso.

Harry D. Willard, '93, superintendent Physics and Chemistry, Fairfield.

Myrtle Trowbridge, '04, superintendent History and English, Green Valley.

Leonodus Harr, '14, superintendent Science, Heyworth.

Lois White, '14, Language and History, Heyworth.

S. K. McDowell, '06, superintendent Mathematics, Hoopeston.

Alex. Brandenburger, '13, principal Science, Joy.

Arey Richards, '13, Science, LeRoy.

Emmett Wheeler, '14, Physics and Manual Training, Lexington.

H. Ambrose Perrin, '03, superintendent, Lincoln.

Wm. Hawks, '01, superintendent History and Civics, Litchfield.

Grace Gregg, '13, Mathematics and Science, Litchfield.

I. H. Yoder, '85, principal History and Civics, McLean.

Belle Fairfield, '03, Science and English, McLean.

Lucile Macy, '11, Latin and Mathematics, McLean.

Guy A. Buzzard, '08, superintendent Mathematics and Physics, Mason City.

Nettie Jencks, '07, English and Languages, Mason City.

Earl G. Stevens, '12, superintendent Mathematics and Science, Mackinaw.

Thomas M. Birney, '99, superintendent, Macomb.

Grover Holmes, '14, principal Physics and Economics, Minier.

Ruby L. Allen, '07, principal English and Mathematics, Monticello.

J. Earl Hiatt, '13, principal Science and History, Moweaqua.

Margaret Lampe, '86, German, Normal.

D. T. Petty, '11 and '14, T. C., principal Mathematics, Normal.

Nell Nollen, '03, Science, Normal.

David Lutz, '11, Manual Training, Normal.

Geraldine Swarm, '14, History and English, Odell.

Paula Swarm, '14, English and Domestic Science, Palestine.

O. J. Bainum, '78, superintendent English and German, Paxton.

Mildred Felmley, '14, Teachers College, English and Sewing, Paxton.

Charles Dickman, '08, Science, Central High, Peoria.

William N. Brown, '88, principal Manual Training High, Peoria.

H. A. Paine, '05, superintendent Biology, Petersburg.

Ethel Harpole, '12, Mathematics, Pittsfield.

Herman J. Bassler, '02, superintendent Science and Manual Training, Plainfield.

H. B. Urban, '01, superintendent Mathematics and Civics, Polo.

Claude P. Briggs, '95, principal Rockford.

Harriet E. Morse, '79, Mathematics, Rockford.

W. E. Gutteridge, '11, superintendent Science and Manual Training, Rutland.

Chas. E. Kuschler, '09, superintendent

History and Bookkeeping, St. Elmo.

Lettie E. Bristol, '11, principal Science and Mathematics, St. Elmo.

George White, '13, superintendent Science, Saybrook.

Verna Wirt, '12, Mathematics and History, Saybrook.

Agnes Helmreich, '12, History and Language, Sheldon.

W. Brooks Wiles, '10, principal Mathematics and Manual Training, Stanford.

Mrs. Cecil (Root) Wiles, '10, English and Science, Stanford.

Edith Harkins, '12, English and Latin, Tonica.

A. M. Santec, '05, superintendent Mathematics and Physics, Virginia.

Howard D. Lightbody, '12 and '14, Teachers College, Science, Warsaw.

L. Ada Kreider, '13, principal Mathematics, Washburn.

Elizabeth J. Martin, '11, principal English and Latin, Gardner.

Paul M. Smith, '06, superintendent Mathematics and Economics, Washington.

Ralph E. Garrett, '14, superintendent Science and Mathematics, Wena.

Clarence E. Bayler, '12, principal of Science, Zion City.

Clyde L. Todd, '13, principal High School subjects, Foosland.

ALUMNI NOTES

Mr. Fred Telford, '06, for four years principal of the University High School, and for the past two years State Examiner for the State Civil Servis Commission, has resigned his position at Springfield to become principal of a school maintained by the Civil Servis News. The purpose of the school is to fit people for passing the Civil Servis examinations. There is a large demand for this sort of special instruction. Mr. Telford, from

his wide school experience, his professional training, and his experience with the Civil Service Commission, is very well qualified for this particular task.

Mr. Marion Fritter, who is a graduate of the teachers' college of last year's class, who has been teaching in St. James' Military Academy, located at Faribault, Minn., has been re-appointed in his present position, at an increase of salary.

'04 Thomas P. Sinnett, who has been teaching in the Rock Island High School, made an unsuccessful race for the office of commissioner in that city.

'14 M. Claire Whitman is teaching at Princeton, Ill.

'13 Leta Eloise Skinner (now Mrs. Frank Dooley) is living at Downs, Ill.

'90 Dr. Edward Quick, who has been a practicing physician for several years at Green Bay, Wisconsin, has moved to Milwaukee. His address is 502 Wells Building.

'06 Katherine Gingerich is teaching in Okmulgee, Oklahoma.

'07 Elmer Gingerich is in business in Okmulgee, Oklahoma.

The following alumni are teaching at Riverside, Ill.; Edna B. Gray, '07; Margaret Janssen, '13; Celia Holdener, '12; Ethel Albright, '14; Lydia Rademacher, '14.

'82 H. S. B. B. Beecher was recently elected president of the Memphis Cotton Exchange. The position occupied by Mr. Beecher is important as Memphis is the largest cotton market in the United States.

'07 Asa P. Goddard, who has been superintendent of schools at Forrest Park, since his graduation, has resigned that position and accepted the position of manager of the Trueblood Teachers Agency, Chicago.

Chicago Normal Club Banquet

The regular annual meeting and banquet of the Chicago Normal Club will be held Saturday, May 29, at the Chicago City Club.

As very few of the Normal alumni are able to return to the old school and see what changes have taken place "Normal of Today" will be brought to Chicago. The endeavor will be to show by means of pictures thrown on a screen what is actually taking place. Such scenes and activities as one would see should he visit Normal. And not only the school itself, but the town, too, for the changes wrought in it have been marvelous. Instead of it being a village stuck in the mud, with its paved streets and boulevards, it now has a right to the title of city.

Miss Colby is to be the guest of honor, and J. Dickey Templeton toastmaster. President Felmley, Dr. Cook and many others have promised to be with us.

Come and renew your old friendships. It will do you good.

If possible, advise Miss Frances Waldron, 522 Kenwood avenue, of your intentions to come.

Clyde L. Burtiss, '99,

President.

Deths

MRS. SUSAN DURHAM

Many alumni will regret to learn of the death of Mrs. Susan Durham, who for so many years conducted a boarding club in Normal, and who always had such a wholesome influence on so many students. Mrs. Durham died at the home of her daughter, Mrs. Iva Durham Vennard, in Chicago, on the third of April.

DR. E. W. COY

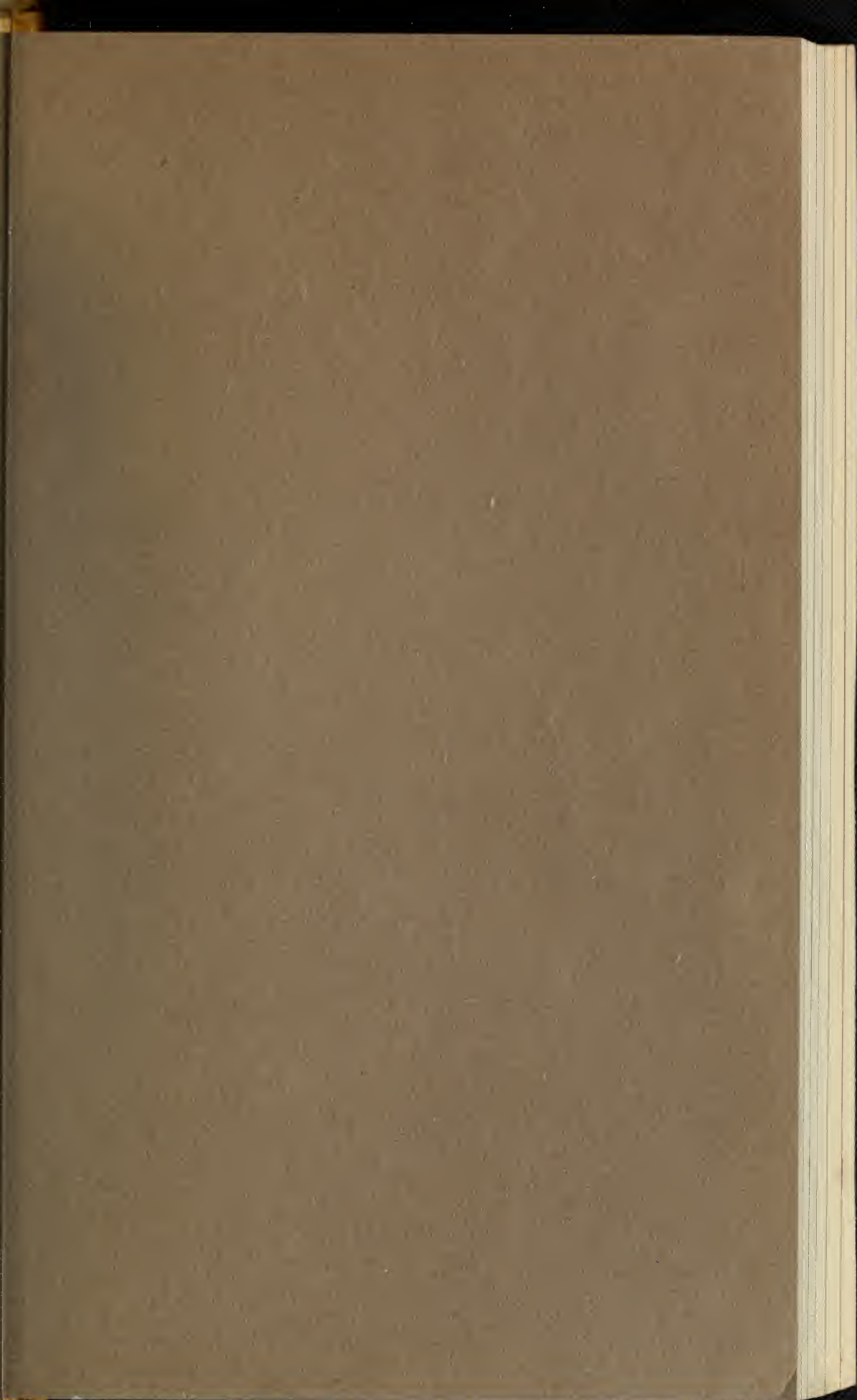
Dr. E. W. Coy, who for three years, 1871-73, taught Latin, Greek,

and Ancient History in the I. S. N. U., died at his home in Cincinnati, Ohio, on March 29, at the age of 83 years. Dr. Coy has been principal of the Hugh High School in Cincinnati for the past forty years. He was particularly noted as a Greek and Latin scholar, and was the author of several books.

MISS CAMILLA JENKINS

Miss Camilla Jenkins, '82, died at

her home in Hillsboro, Illinois, March 19. Miss Jenkins taught school two years at Butler, Illinois, and was principal at Hillsboro for six years. She was also a graduate of Brown's Business College, graduating in 1892. Since retiring from active teaching she has resided at Hillsboro. She was a sister of Fred. E. Jenkins, '86 High School, who has been Headmaster of St. James School, Faribault, Minnesota, since 1909.





6mTg
#3.

THE ALUMNI QUARTERLY

OF THE
ILLINOIS STATE NORMAL UNIVERSITY

UNIVERSITY OF ILLINOIS
AUG 14 1915
PRESIDENT'S OFFICE

DEC 27 1915

VOLUME IV

AUGUST, 1915

NUMBER 3



THE ALUMNI QUARTERLY

OF THE

ILLINOIS STATE NORMAL UNIVERSITY

JOHN L. PRICER, '99 - - - *Managing Editor*

ANNETTE B. COOPER, '98 - *University and Student Life*

FRED D. BARBER, '94 - - - *Alumni Editor*

MRS. W. A. COOK, 2150 Racine Avenue,
Chicago - - - *Associate Editor*

This Magazine is published in the months of February, May, August, and November.

Subscription price fifty cents per year. Single copies fifteen cents.

CONTENTS.

Idealism as a Philosophy of Life—John W. Cook	- - -	I
Student Organizations of the I. S. N. U.	- - -	17
Editorial	- - -	23
University for the Quarter	- - -	24
The Alumni	- - -	31

ALUMNI OFFICERS

H. H. Russell, '08 - - - President

Eunice Blackburn, '08 - - - Vice-President

O. Lillian Barton, '99 - - - Recording Secretary

F. D. Barber, '94 - - - Treasurer

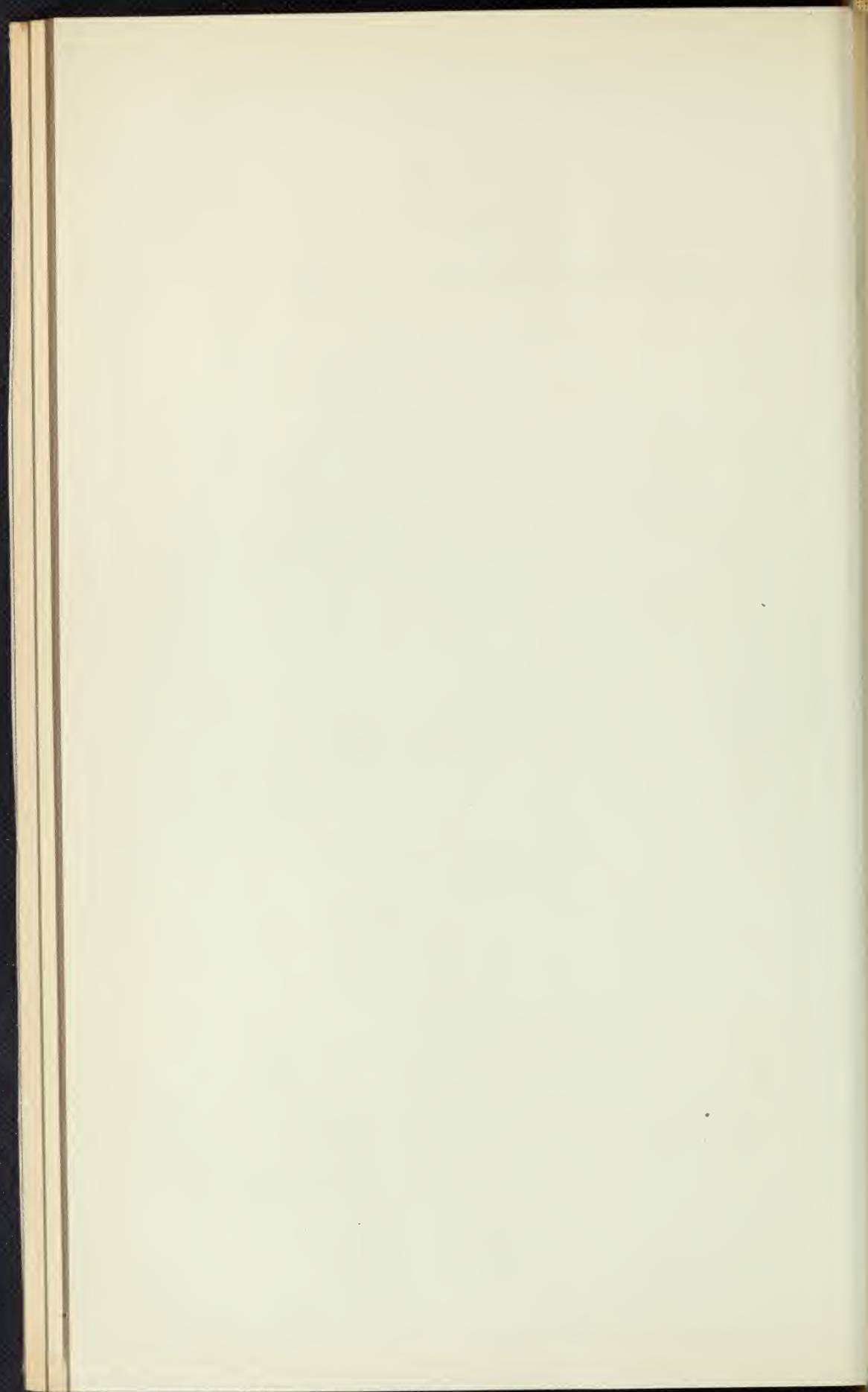
EXECUTIVE COMMITTEE

Winifred Scott, '11 Archibald Messenger, '13

Fred D. Barber, '94

Entered as second-class matter May 8, 1912 at the postoffice at Normal, Illinois, under the Act of March 3, 1879.

The Spellings recommended by the Simplified Spelling Board are used in this publication.



The Alumni Quarterly

OF THE I. S. N. U.

Volume IV

AUGUST, 1915

Number 3

IDEALISM AS A PHILOSOPHY OF LIFE

Dr. John W. Cook

For the letter killeth, but the spirit giveth life."

—2 Corinthians 3, 6.

I deem it a privilege to stand in this place today. I desire to bear witness respecting the spirit of the founders and early teachers of this institution, to express as well as I am able the deep obligation under which they placed those of us who were the fortunate recipients of their gracious ministry, and to make that spirit the theme of this brief hour. They won my enthusiastic admiration and esteem and the judgment which I then passed upon their skill as teachers and their character as men and women has been abundantly confirmed in the light of my later experience.

In this long stretch of years I have many times asked myself what it was that gave them their peculiar power over those of us who sat in these familiar class rooms. They were not distinguished as scholars when compared with modern educational specialists. Their schooling had been meager. They possessed no parchment scrolls that conferred upon them the formal dignities of great universities. They were comparative strangers to the cultures that were long regarded as indispensable to a liberal education. Notwithstanding these seeming limitations, they had in some way succeeded in grounding themselves in a philosophy of life that possessed remarkable vitality and that endowed them with great spiritual energy and enthusiasm. It is hard to measure what it has meant to a host of grateful souls. It has rarely been articulated in set phrase, perhaps, but it has been a permanent increasing stimulation, showing no abatement of its transforming power, permitting no summit levels of attainment to satisfy ambition,

but forever urging toward upper heights aflame with the clearer sunlight of larger truth.

The explanation is not really difficult. The longer that I reflect upon it the simpler it becomes. As I have seen their lives repeated in others whom they inspired and thus have had opportunity to witness the operation of their idea in personalities differently conditioned, and where its manifestation was modified by native gifts and by what in a general way we call the environment, it has become an easy matter to distinguish the philosophy that suffused their lives with a characteristic coloring. The text that I have read expresses it in a word—"The letter killeth, but the spirit giveth life." These men and women were Idealists. They distinctly affirmed that in the show of things we have only the letter, the fixed, inflexible, determined, crass fact; that he who stops at the stage of literalness misses the only thing that has real value; that back of the shapes that crowd the world there is meaning and that this meaning is rich and abundant and infinitely worth while. They called it "Spirit," and they meant by the term about what the old-fashioned housewife meant when she spoke of the "virtue" of a medicinal herb—that which was the characteristic quality of an ideal individual of the species. In common with all men they conceded the necessity of form in order that spirit might express itself, but they regarded the form as only the garment of the spirit, the recognizable externality through which it might manifest itself to the senses, the signal of its presence in the thing that was to be filled with life and meaning. It was in no sense an abstraction but always an incarnation and often in the homeliest of forms, forms that disguised its presence to all who lacked the discerning eye of the idealist.

I am far from even suggesting that these men were professional philosophers. When I call them idealistic I am not attempting to identify them with a clearly defined group of thinkers who mark themselves with that name. They were intensely practical. They kept their feet on the ground. They measured the value of their influence by the results that it exhibited in determining the conduct of life in others. I trust that my statements do not seem to be characterized chiefly by their contradictions. The best evidence of the practical quality of their philosophy is found in the persistence with which their "view of the world" clung to their disciples and worked its way out into action.

And so it is that these men express for me what I regard as the richest treasure that thought has revealed as a wellspring of life and as a guide to purpose. It is a philosophy that is in great peril of being obscured or even of becoming obsolete in the advancing materialism of the age. It was slow of development. The Greeks seem to have been the first to give it birth and to set it at work in revealing the hidden meaning of the world. This meaning was first expressed in forms of art, but it was not enough to lay its hands upon a block of marble and have a form of beauty emerge, or to pile up blocks of stone and leave a Parthenon for all succeeding generations to wonder at. Its finer expression was reached in its ascent to spirit where in the Platonic philosophy it tried to explain how meaning strived to embody itself in ideas. As the Roman was an empire-builder his idealism would suggest a social organization which would cancel all conflicting interests through the application of the principle of justice as embodied in civil law. But it found its completest manifestation in early Christianity, whose founder was the supreme idealist, for he alone cast aside as rubbish all distinctions of rank and declared the inestimable worth of the individual as an individual.

But these high tides of life had their tragic ebb. The mediaeval conception idolized the letter—the letter that killeth. Idealism can not live in the thin air of metaphysical controversy, of hair-splitting distinctions about matters that cannot be known and would be immaterial if known, of set creeds that are cast in a mold and incapable of any modification except destruction. It starves on a diet of theological formulae established by a majority vote and made unchangeable, and so it goes with the minority and suffers the obloquy of persecution and ostracism until its opportunity comes, and then it forgives its oppressors and helps them into its own light.

There were a thousand years of this “killing” by the “letter” between that wonderful event in the little town of Bethlehem and the Revival of Learning, in the sixteenth century. The beginning of the modern world is the awakening of the philosophy of Idealism after its long sleep. The survival of all higher forms of life hangs upon the reassertion of that philosophy as the ultimate basis of civilization. It is because of this belief, a belief woven into the tissue of my growing conviction by the dominating philosophy of the leading spirits of this institution fifty years ago, that I have selected it as the theme for this occasion. If it is a false philosophy then the first forty years of the

life of this school were spent in an atmosphere of error and I have seen no indication that its later life has seen the error of its ways. It is upon me, then, to demonstrate that the great advances that this nation has made in every department of its manifold life have been made upon the popular mind until it went over to their contention.

Permit me to try to define what I mean by Idealism and by an Idealist.

As the term indicates, Idealism is the doctrine of ideals. Ideals are ends of action that are unattainable but that are regarded by idealists as attainable. The main distinction between idealists and non-idealists lies in the nature of the ends for which they strive and the degree of attainment which they regard as possible and desirable. In a general way it may be said that the non-idealist will be a materialist while the idealist will seek ends that are essentially spiritual in their character. The non-idealist lays his main stress upon having; the idealist, upon being. The non-idealist inclines to "let well enough alone"; the idealist has no "well enough." The non-idealist is disposed to permit conditions to persist because other non-idealists have done so; the idealist challenges all existing systems to show credentials and insists that they shall bear the signature of reason and that they shall be in the interests of the universal good. The non-idealist is conservative; the idealist, radical. Where the former stumbles the latter walks with a free step. The former doubts; the latter abounds in faith and hope and dauntless courage.

The form of government existing among any people is an expression of their conception of the nature and capacity and destiny of man. It is, indeed, their definition of man. Politically there are but two: Man is a being that is incapable of self-government. Man is a being that is capable of self-government. There are modifications of these definitions that lie between them and that liberalize the first and limit the second, but in the final analysis man is or is not capable of walking alone. The first contention means monarchy; the latter, democracy. Democracy is saturated with idealism. It talks about the rights of man; not simply the generic man but the individual man. It proceeds from the mass to the units that compose the mass. It regards them as the only really sacred things in the world and it counts every one of them. It is upon this broad doctrine that this nation was founded and the only event that has seriously imperiled its existence was the denial of that doctrine in an attempt to limit its application by

excluding men of a certain race or color. The idealist is not oblivious of the danger of his position. He knows that there is but one political condition that is more perilous than democracy and that is the absence of democracy. With all of the ignorance and sensuality and self-seeking and neglect of opportunity that would chill the hart of any but idealists he wil forever risk the chances of social survival with the form of government that spontaneously sprang out of the genius of the founders of the republic.

This government does not announce the principle upon which it rests in its Constitution. There is nothing especially thrilling in that admirable and greatly admired document, until you reach one or two of the amendments. The Declaration of Independence contains the wellspring of our political life. There may be found sentences enough with thrill in them and if they stir our harts at this late day of smug satisfaction what must they hav ment to those who first heard them. "All men are created equal." There is idealism enough to regenerate the world and usher in the poet's dream of "the parliament of man," where all ar supposed to be lawmakers for all.

The Declaration was written by an idealist after he had come under the influence of another of his kind across the sea, another who had inflamed the popular mind until men would no longer endure the denial of justice and the greed of power. Occasionally, even to this day, you wil come upon those who deny our sacred doctrin of equality. They sedately demonstrate the error of so obviously false a doctrin. No two children ar of the same weight at birth. Some are weak and others strong. Some are intellectual and others idiotic. Some ar born to the purple and others to poverty. Some ar born to sing the songs of a race and others to hew the wood and carry the burdens. Yes, this is all too true. But Jefferson was not a liberalist. He was not writing of pounds avoirdupois, and physical strength and pounds sterling, but of the dearest doctrin to the aspiring hart of mankind, Before the law, all men are created equal, or we ar nationally on the wrong trail in our political theory. If that brave assertion is but a glittering generality, as it has been ironically cald, an unrealizable dream with which to entertain the fancy when we desire to deal with airy nothings, then the literalist is right and we should stand in a row with the monarchists and with a firm hand should suppress all visions of democracy. Under the leadership of the Czar of all the Russia we should intone the dolorous refrain:

"This world is but a vale of tears."

Whether the doctrine be true or false, one thing may be asserted with entire confidence; the men about whom I have been talking believed it and if it be false they were as fine heretics as ever clung to a splendid lie. Social caste never had a place to stand on within these walls. In its early life there were plenty of young men and women who came from very humble homes and who had been denied even the opportunity that any ten-year old now enjoys. One of them is now in my mind. At twenty-two he didn't "matriculate" here, he simply walked in and sat down; but he stayed. He recently retired on a pension from one of the great universities where he held an honored place for a score of years. He is recognized as a philosopher and writes learned books on "esthetics" now. When he came he couldn't have told whether "esthetics" was a pagan idol or a new vegetable. And he was not an unusual phenomenon. There were not a few of them. If I would but indulge my memory I could recite them by the score. I must speak of one more. He came from a southern Illinois cornfield on a fall day and brought with him a quaint rising inflection and most unfashionable clothes, but he found a warm hand-clasp and eyes that saw one of God's good gifts to the world in his modest demeanor. He is now at the forefront among the economists of the nation and reflects honor upon the university that is glad to claim him. The national government has found use for him in important errands to lands across the sea with which he became familiar in his quest for learning in his student days. A man well known in this community has said to me more than once, "I was a dull student. I owe Charles Hovey a boundless debt of gratitude. My education was poor enough, but he was possessed of inexhaustible patience. If he had not been I should have given up the thought of an education." I remember young fellows who boarded themselves at a cost of fifty cents a week and lived in second-story shacks in the city, but they were honor men out here. Perhaps these teachers were not exceptional in that respect. I dare say, all of the idealists of their sort would have done the same thing.

Nothing is more natural than that one should seek the explanation of social phenomena of this character. The fundamental political conception seems to have been very busy with these people. It may not be possible to solve the problem in its completeness, but there are certain considerations that cannot well be disregarded. First of all, they were New Englanders. Not all were born there for one of them

But he got his baptism of educational and political doctrine not far from Plymouth Rock and Faneuil Hall. The formative period of their lives was in the quarter century preceding the Civil War. New England was very sensitive in those earlier years to any of the isms of a social character, hence there were frequent stirrings of the waters by people who were making new plunges into what were regarded by the generality as both strange and dangerous. It was an easy matter to arouse a Puritan on a moral question, but he was slow to respond to the call of art and it was necessary that the intensity of the method should be permitted to tone down before any of the fine arts could make headway in that portion of the country in which his influence had been the commanding social feature. But during the period of which we are speaking other influences had been at work and had made room for another form of individualism to get a sympathetic hearing. There was a remarkable literary awakening that was highly idealistic in its quality, and that left a characteristic and most engaging page in American letters. Hawthorne, "quite the rarest genius that has been fostered 'on the bleak New England shore,'" was teaching new lessons in romance for which the partial subsidence of the high tide of Puritanism had left a place. His books, and especially "The Scarlet Letter," produced a marked effect upon all of these men and more especially upon one. He was a cross fertilization of the older spirit and of the idealism of the Hawthorne variety. While he had never attempted romance he lurked about the portals of poetry but he sang his simple songs as a shy bird ventures to try its notes in a shady covert and not like the fearless skylark that warbles its melodies joyously in the free open. I wonder, indeed, how many knew this side of his character while he lived, for he waited in his little study for the obtrusive friend who would not suffer him to indulge to the full his passion for solitude, but who came without knocking and forced himself into the narrow quarters where two made a crowd. And how zealously the little man hid the tenderness of his loving heart under his plain and unpretentious exterior and under what at times seemed to be even an intentional rudeness. There was the grit of the granite of which the hard hills are made in his method of teaching but a wonderful sweep of vision from their summits when the climbing was done. To leave him out in considering the sources of the particular quality that we are considering would be to fall far short of its explanation.

In New England, Calvinism was the generally accepted theology

from the founding of the colonies to the beginnings of the nineteenth century, but the protest to which Voltaire and his school gave voice and especially the passionate outcry of Rousseau, the intensest of idealists, had produced their logical result in France and its clear reverberation was heard in America, not alone in the realm of governmental theory, as we have seen, but also in the religious field. It had given courage to men to oppose the old theology as it had furnished the battle cry for the Revolution. This movement had none of the violence and egotism and aristocratic exclusiveness of the Enlightenment, as the Voltaire movement was cold, but had many qualities in common with the Rousseau attitude toward life, and what was especially a social propaganda in its beginning because in the course of its development a religious, literary and philosophical influence of immense consequence. The severe doctrines of Puritanism could not maintain their earlier supremacy in the new atmosphere of freedom. New England so far responded to the call of these insistent and revolutionary voices across the sea as to announce that body of ideas that developed into that form of protest known as Unitarianism. These ideas pushed themselves into the oldest of our American universities and gave the characteristic coloring to its divinity school. Channing, Parker and Freeman Clark spoke new words in their pulpits and even in the old Congregational churches led by men like Bushnell and Beecher there was a notable loosening of old bonds. Emerson's transcendentalism, with its "intuitions" was set up, in many minds in the place of the "Thus saith the Lord" of the formal orthodoxy. How much the theology of the first groups and the philosophy of Emerson had to do with the idealistic movement in this institution I am not able to measure off with a yard stick, but that they were negligible factors I should not hesitate to deny. They were unquestionably influential in molding the character of the sainted Metcalf and he exerted an influence here not quite paralleled and certainly not surpassed by any other man of the group. It was peculiarly unique and essentially idealistic. He would glow over a new nicety of arithmetic like a saint over a sacred relic and was forever celebrating the moral significance of exactness. What standards of living he set up and with what ardor he held himself to their realization. How the sweetness and purity and charity and piety of his life rebuked low motive and slack academic morality and ungenerous estimate of others! At a time when to be a Unitarian was regarded as being a menace to the

social order he won the reverent admiration of all men. No other man that I have ever known so glorified the ministry of hard work. He was forever repeating under his breath "Blessed be drudgery," and his face was the brighter as the drudgery was the harder. He had the magic art of distilling the sweetest honey from the most forbidding weed. He never followed Emerson's extreme individualism nor would he have gone to Walden Pond with Thoreau, for he was first of all a social spirit. Holmes's characterization of Emerson would have found an apt illustration in Metcalf—"He was an iconoclast without a hammer," who took down our idols from their pedestals so tenderly that it seemed like an act of worship. He was much too sane for excess and too charitable for controversy, and so it was that his influence met no opposition, but stole into the lives of young men and young women as silently and as charmingly as the dawn steals over the hills. For some reason that they did not altogether understand they found themselves looking into their own stock of ideas and lifting into control the group that promised best for clean and sweet living.

His going was as characteristic as his living. Not long before the close I learned that for some time he had been afflicted with a fatal disease. With his customary regard for the feelings of others he hid it from his closest friends. There was no shadow in impending death to dim the sunshine of his life. With patient fortitude he awaited the coming of the inevitable end.

Here are some of the estimates of his worth that were spoken or written by those who had been his pupils and who saw him lying in the calm of "the peace that passeth understanding:"

"Purity of speech, self-control, reverence for divine things, helpfulness for others—these were habits with him."—R. R. Reeder.

"His was an exact mind, temperd, sweetend and made lovable by gracious charity."—Charles De Garmo.

"As I lookt for the last time upon that face two feelings crowded themselves upon me—intense regret that I should never hear his voice again, and great joy that I had come so much within the refining influence of his gentle life."—Flora Pennell Parr.

"I admired the teacher but I loved the man."—W. J. Morrison.

"He believed that life is continuous; that God is Father; that humanity is a brotherhood."—Benjamin Hunter.

"His life can never be supplied to me."—Thomas Brown.

"God bless his dear memory."—Myra Overman.

"His pleasant 'Good Morning,' with the handshake that went with it seemd like a benediction."—Lida McMurry.

"He was the gentlest and sweetest character that I hav ever known."—Sallie Brooks.

"He seemd to liv nearer and follow closer the teachings of the 'Great Master' than any man I ever knew."—Henry McCormick.

Here ar tributes from some who knew him altho never his pupils:

"The benign influence that he exerted wil cling to our Normal School like a fragrance long after he is gone."—David Felmley.

"He was a thoughtful, earnest, courteous Christian man. He set the world an example of gentleness, neatness, industry, purity of thought and word and deed and nobility of purpose."—D. C. Smith.

These illustrations of the impression that he gave could be greatly multiplied. As you look upon his earnest face as it speaks to you from the canvas you wil, I think, hav a juster estimate of what has been going on here and of the heritage into which those of you hav come who hav enrolld your names as members of the student body here.

Recurring to the period of the forties and fifties it should be rememberd that the anti-slavery movement was on in a pronounced way in New England. Garrison, like a modern Elijah, was hurling his anathemas at the accurst thing. Lowell's wit was biting it like an acid. Whittier's psalms wer singing, like cathedral choirs, of the coming judgments of Heven upon it. There wer no more ardent followers of the propaganda than these men. Sewall was a lineal descendant of three or four generations of jurists of his name who had honord New England supreme court benches and one of whom had condemned the witches. He blackt his face, dond old clothes and tested the sincerity of his abolitionist associates in the guise of a "poor old Joe" on his way to Canada. You hav red the story, perhaps, of the public recantation of the judge and of his mortification and sorrow. "Annually he shut himself up for a day of pennance and fasting to keep alive his memory of his sad complicity." Sewall was as conscientious as his faraway ancestor and regarded himself as in some way involvd in the crime of slavery. And you hav but to recall the birthday of this school to remember that the storms that beat upon it in its struggle to liv wer but symbolic of the storm and stress of political life. The leaders of the most stirring events in this

decade were Illinoisians and the scene of the dramatic conflict was our own state. It is impossible to write the history of an educational institution without a careful examination of the thought movements of the period of its genesis, unless such an institution is so immerst in formalism as to be ded to its environment. In such an event the institution would hav no history as there would be no movement. Things must at least change to be historic.

Senator Douglas was the author of the Kansas-Nebraska bill and that piece of legislation was the most cunningly devised instrument that was ever put into the hands of fate for it was exactly fitted to destroy what it was intended to protect. How wise seems the logic of events when compared with shuffling expediency of men! I hav no space to describe the intensity of feeling that it aroused. Never did another returning consul meet with such undisguised marks of disapprobation. That he was an intellectual giant must be conceded. That he was as fearless as he was capable was equally true. If he had been endowd with one more quality, the far vision of the idealist, his place would hav been secure in the pantheon of history. But he made the opportunity for one of the simplest and purest and most transparent of idealists to win his way to a fame unmixt with alloy.

The Lincoln-Douglas debate was a world-event. Its theme was the most absorbing that ever claimd the attention of men. It was an aspect of human consciousness that must be lifted into view whenever man as man is seriously considerd. One has but to read the speeches in the light of subsequent events to see the supreme significance of the question that was up for consideration. The solemn utterances that came from the lips of the plain man of the people sank into the harts of men. Once spoken they could not be forgotten. The hart of every lover of his fellow man and every lover of freedom bore witness to their truth, and when the hart is once toucht by a great conception that conception has become the common property of all who aspire.

For the first four years of the life of this school the air of this immediate locality was surcharged with moral energy. This was the home of the friend of Lincoln and he was explicitly connected with a movement for free speech and free thought in religious matters than Lincoln ever was. It was Jesse W. Fell more than any other man that brought Charles C. Ames into this community and wherever he went life became more abundant. Lincoln made the memorable "Lost

Speech" within a couple of miles from where I now stand. Other men of less note wer here. Wireless calls for the rescue of humanity from the letter that killeth wer filling the enveloping ether here. How could this school escape the infection except by closing its windows and doors, or, what would hav been the same thing, by turning it over to the formalists. But this was a "teaching congregation" that was at work here. They had all of the teaching ardor ever possest by the Jesuits or by the propagandists. In addition to the influences of which I hav spoken there was, as might be expected, a group of educational leaders in Massachusetts that devoted themselvs as disinterestedly to the cause of educational reform as did the abolitionists to their cause or the other reformers to theirs. The most inspiring of these men was Horace Mann, as true a type of the idealists as was Hawthorne in romance or Emerson in philosophy. He turnd aside from politics, where the most inviting fields wer open to him, and from the law, where a lucrativ practis awaited him, to promote the cause of popular education. He may be properly designated as the father of the American Normal School, altho he himself was never a Normal School teacher. As secretary of the state board of education of Massachusetts he became the central directing spirit and cald to his aid the most promising of the young men who had been attracted to the teaching profession. It was thus he became acquainted with Richard Edwards, whose ardency was equal to his own. The latter engaged in the work of the board and pourd his spirit into it with prodigal generosity. He had been at Bridgewater with Nichoas Tillinghast, as had Metcalf and Hewett, and Stetson, and Moore, altho neither of the latter two represented especially the particular spirit of which we ar speaking. Mr. Edwards was one of the very few really great teachers that I hav known and you hav but to join the influences that had been at work to form the characters of these men and imagin them to be at work in a school under the conditions described. Do you conceiv it possible to keep them from pouring their ardor into the open minds of young men and young women? When even the most practical and prosaic wer warmd to a life of intense interest and the varying fortunes of war alternately inspired the North with hope or fild it with sorrow, what would be expected of these men who wer the very antithesis of the so-cald practical and as far from being prosaic as pole is from pole?

And there is still another influence operativ and that had a full

measure of inspiration in it. Of all of the wars in the history of the nation this was especially a crusade, the very flowering of the highest motiv. The Revolutionary War had been a battle for the political independence of the white race, for the freedom of the superior man from the thralldom of an oppressiv government whose home was thousands of miles away. The war of 1861 was for the political freedom of all men and especially for the freedom of an inferior race, a degraded race, a race but little above the condition of their barbaric ancestors. What a call to an exalted sentiment and what an opportunity to a great teacher! You may be sure that it was used to illustrate the philosophy that governd the action of the men who wer bilding into the tissue of this institution its permanent character, and used to its full capacity. And there was no word of hate for the men who wer following the lead of the traditions in which they wer bred but only for the cause which was undergoing the cruel arbitrament of war. Alike we wer treading the wine press. Together we wer paying the fearful price of our common inheritance. There was a deep consciousness, not always articulated in speech, that "The judgments of the Lord ar true and righteous altogether."

I must add one more condition to those alredy noted as an explanation of the life that has gone on here. It has been implicit in all of the suggestions that hav been offerd. It gave opportunity, indeed, for all of the other agencies to become influential. And that is the fact that the institution is a Normal School. If these men wer full of enthusiasm regarding the matters of which I hav spoken they wer doubly so when the thought of what is possible in the relation of teacher and pupil. It was here that their idealism reacht its flood tide. I cannot expect those who hav never come within the inner life of institutions of this kind to understand me fully. The pupils ar regarded not so much as the immediate objects of the operation of the forces that are busy but as the bearers of their benefits to others. Back of the young men and women that fill the benches here ar seen the teeming schoolrooms, crowded to their doors with happy children. In these children ar seen the future of our common country. Hence, it is that every beat of a patriotic hart is quickend or retarded by the vision of the far years when they shall be "the people" and what they believe and what they do and to what they aspire shall constitute the civilization of the time. More than that. Every philanthropic hart is solicitous as to the personal welfare of each of these

little ones, for it is written that in the economy of God no one of them shall be forgotten. To them must go the ministry of culture. To them must go with irresistible urgency the shaping conceptions of morality and purity of life. To them must go the inspiration of high purposes and the dauntless spirit of fearless endeavor. And these men were patriots and philanthropists and dreamers and could see the far future as if it were here. And they saw before them the instrumentalities by which their fond dreams were to be realized in the school houses of the land. Any lack of faith or unwillingness to forget self, any abatement of the passion for service, any suggestion that teaching is not the divinest of callings was regarded as the unmistakable sign that one was unfitted for the crusade. We went forth with the conviction, "Woe is me if I do not teach the children of the nation." The spirit which was poured into our minds and hearts with lavish hand was well illustrated a few years ago by the words of one of the most gifted and ardent sons of this exacting mother. He has now been for many splendid years at the head of the most celebrated of the institutions that take God's neglected and forgotten waifs from the breeding places of vice and crime in the hearts of great cities. Reasoning from what was borne in upon him as he had studied the attitude of the man of affairs toward the young as compared with that of the teacher, he said: "The employers of the young are forever tempted to ask themselves when they are solicited to furnish occupation, 'What is there in you for me?'" The teacher says rather, "What is there in me for you?" Whatever the college and the university may offer to make men the servitors of their kind, it cannot surpass the incentives that are always pleading with men and women in the Normal School.

And so it is that I come to this newest of all of the classes of the Illinois State Normal School and congratulate you upon the land in which you have been living since you began your student life here. Those of us who studied here in the days of idealism, when the problem of the nation was not fundamentally an economic problem or a territorial problem but a moral problem are looking toward you with inquiry in our anxious eyes. The old material equipment of the years of the beginnings was meager indeed as compared with what graces this noble campus, now. Let not the spirit of the founders perish. Keep to the high endeavor of your undaunted leader. I know his spirit. We worked side by side here for nine rich years. I can not think what I should have done but for his aid, so freely and so loyally

renderd. With him in those toiling months when we wer endeavoring to bild the new school without losing the old wer as loyal a group of men and women as ever made glad the hart of one upon whom the main responsibility must ever rest. And I should be unfaithful to a vision of devotion and unfaltering self-sacrifice and untiring industry and exalted idealism if I faild to make use of this opportunity to remind you that there is still going in and out before you in this community, in the simplest and most unobstrusiv ways, one who for more than two full scores of years put his life into this school and with never a thought of self. I was just completing my student life when he came. A year later it was my blessed privilege to come again into the life that had been so fascinating and uplifting, and he was working his way toward the completion of his course. In 1869, after a year of distinguisht servis in the public schools of this village he joind us in the Normal faculty and for the succeding thirty years we wer daily companions in the happy work of cooperation in the life of this school. I want again to acknowledge my large obligation to him. I can wish no finer career for any of you than that you should hav the opportunity to make so rare a contribution to the life of your time as he has made.

It may not be amiss to say a closing word with regard to the class that fifty years ago occupied the center of the stage during the interesting commencement week. There wer but eleven of us in the Normal department and seven in the old high school. Of the Normal group five hav against their names "the fatal asterisk of deth." It is possible that to that list others may hav been added since the latest information reacht me. The eminent Dr. Burrill, as modest as he is renownd, and whose fame adds luster to the class, is now enjoying the reward of his distinguisht contributions to the knowledge of the world in his honorable retirement. Miss Bandusia Wakefield, incurably addicted to scholarship in the years when we wer young, and as incurably given over to philanthropy from the foundation of the universe, is still working for the cause of Universal Brotherhood, in Point Loma, California. The others, with a single exception ar resting. Why should they care for repose now when there ar to be so many cycles of it after a while?

Of the High School class but one has fallen out of line. Two of them became lawyers and of the two one is a familiar figure in this auditorium. He is the honord president of the board of education of

the State of Illinois. Long may he honor us with his presence in that capacity.

Fifty years ago, as we assembled here, the flags wer still waving in the free winds in honor of the closing of the war. The reverberation of the cannon in celebration of the return of peace had barely died away. The Nation was greeting the returning heroes with glad acclaim. Dreadful as the struggle had been, fearful as had been the sacrifice of blood and tresure, there was a profound conviction that the achievement was worth the cost. Lincoln, crownd with the matchless majesty of deth, had taken his place among the immortals. The great generals wer resting upon their laurels. Will there ever be another such a June in all the long annals of our dear land? With grateful harts we gatherd here and spoke our poor words of farewell and then went out to do what we could under the arching sky.

And now we ar gatherd again with the most appalling war that the world has known raging over the expanse of a continent. But it is not a war for the freedom of the poor children of fate that had been condemned by the injustice of their fellow men to lives of unrequited toil. The only thing that can still the wild tumult and subdue the barbaric passions of men is that divine idealism that declares forever and forever that all must come in the process of the years to the realization of the prophet's dream of the brotherhood of man. Are we equal to the divine call? Go forth, young friends, and teach the young the incomparable lesson. Press it upon the hart of the world until the morning of the millennium of peace dawns upon a sorrowing world.

STUDENT ORGANIZATIONS OF THE I. S. N. U.

Philadelphia and Wrightonia

"They are not what they used to be."

When our alumni return to the I. S. N. U. and address the faculty and student body we hear certain statements repeated so often that we quote almost verbatim: "As I look back to the influences that made this Normal School so worth while to me, I count among the most valuable to me my experiences as a Philadelphian (or Wrightonian)." "It is within the walls of those society halls that I learned to," etc., etc. The speaker then launches into an unusually fervid and interesting series of "old society tales" which is always greeted with hearty approval by the students. Afterwards some well-meaning person is quite sure to whisper into the ear of the beaming enthusiast: "The literary societies you know are not what they used to be," etc. We know this must cast a gloom over the happy memories of our visitor and he no doubt thinks what an unappreciative younger generation we must be. We take this opportunity to assure our alumni that we still have some good red blood in our literary societies, and that we do accomplish some good even in the 20th century. We trust our visiting alumni will continue their custom of paying tribute to Philadelphia and Wrightonia, for many students become "chesty" with potential vigor when they realize they belong to the same society brotherhood as John W. Cook, or Henry McCormick.

In the 70's, 80's, and early 90's, our two big literary societies made up the so-called student organization. We can easily see why Phil and Wright were so far-reaching in their influence then, since they were the sole interest of the students aside from regular classroom work. With multiplication of courses and activities attending the growth of the I. S. N. U. has come the formation of many organizations.

The function of several of these organizations has closely paralleled that of Phil and Wright; for instance Cicero and G. D. C., while others have undertaken more specialized fields of endeavor, as the Science Club and the Choral Club. The result has been that it has become necessary for the students to choose among the organizations since it is impossible for one student to be an active member of many

of the existing clubs and societies. There are, perhaps, fewer active members in Phil and Wright today than there were twenty years ago. We shall speak later of the spirit and work of the present "guard," the nucleus of the lay members that always get behind a proposition and see it through. If the "old guards"—those giants—were more loyal and faithful than some younger Phils and Wrights of the last decade, then we do, indeed, proffer them our sincere admiration and respect.

The older alumni no doubt remember Saturday night as sacred to the meeting of Philadelphia and Wrigtonia. During the last few years such frequent appropriations of that night for lecture course numbers, basketball games, evening dances in the gymnasium, interstate debates, oratorical contests, etc., has led to an organized protest this current year against such widespread misuse of I. S. N. U. Saturday night (according to the views of the literary societies). When it is necessary to call society at 6:30 p. m., in order to get the program over in time to attend a lecture course number at 8:10 p. m., the same evening, the literary society attendance is thereby lessened.

The societies have had to contend not only with the multiplicity of organizations and the appropriation of Saturday night within the I. S. N. U., but also the attraction offered by the 'movies,' the 'Majestic' and the 'Chatterton' in nearby Bloomington have proved a lure on Saturday nights. Even Normal now has its 'Amus-u.'

We set forth the above facts in order to indicate to our alumni the changes in University life that have naturally led to changes in student organizations. In spite of the many counter interests that have disturbed the usual routine of these literary societies within the last decade we still find many loyal workers in the opposing camps. The young people return in September all loaded for the coming fray and the work of the fall and early winter terms is pointed toward the annual contest which occurs just before the Christmas vacation. The societies choose their contestants according to their best judgment then ensues a busy time for everybody associated with the societies. The cheering and singing on contest night now gives evidence of organized leadership as against the simultaneous yelling of Phils and Wrights in Old Normal Hall. For this reason we believe that our neutral visitors enjoy our present contests more. At any rate they are not so ear-racking, and the exuberance is there just the same. After the contest the societies hold their annual banquets in the Manual Arts building. Efforts on the part of President Felmley to persuade

the students to hold a joint banquet after the holidays at a more seasonable hour of the night created such a disturbance that he still permits them to celebrate while the 'fever is on.'

The growth of our department of music has been reflected in the musical numbers found in the society programs. The existence of a Wrightonian orchestra and a Philadelphian quartet indicates the interest taken in working up special musical numbers. Social gatherings figure more prominently in the literary societies today than was true formerly. Usually the literary program on the opening night of each term is followed by a social hour ostensibly a welcoming party for new members. At these functions the usual formal procedure is laid aside, every one enjoys himself, gets acquainted with his fellow workers and a truer spirit of brotherly love is established. Quite often one society invites the other to join in these informal times.

Some recent steps in the way of progress of the societies may be of interest. In 1913-14 the Wrightonian society awarded diplomas to their seniors who had been members in full all year, had attended at least six meetings a term, and had done creditable work on the programs of the society. In 1914-15 about fifteen diplomas were awarded.

In 1913-14 Philadelphia became a charter member of the Illinois Association of Literary Societies, which held its first meeting at Northwestern University in May, 1914. At this meeting Philadelphia won first place on the oratorical and declamatory contests. This year Philadelphia was host to the association and had the pleasure of entertaining twenty-three delegates from various literary societies throughout the state. First place in declamation and second place in oration was awarded to Philadelphia in the contest this year.

Our alumni may be interested to know that excellent portraits of Peleg Walker and Simeon Wright hang in Wrightonian hall. A fine new picture of Mr. Henry McCormick hangs in Philadelphia hall and his motto, "Going On," is printed on the transom over the entrance to Philadelphia.

The societies continue the time honored custom of a union meeting the last night of each term. At the most recent joint meeting, June 5th, Mr. McCormick and Dr. John W. Cook were present and upheld the shields of Philadelphia and Wrightonia respectively. Our hope is that when we have been Philadelphians or Wrightonians for fifty years we may be as young in spirit and cheer as these men whom we all honor so highly.

Other Literary Societies

For a number of years the men of the school have maintained Cicero. It was created mainly to give an opportunity for the boys to receive training in public speaking while they were yet too modest to appear before the larger societies. The society has had its "ups" and "downs," but of recent times has been in a more flourishing condition. The Ciceronians apparently indulge in politics as we on the outside hear echoes of Republican, Democratic, and Bull Moose factions, as well as meetings of the senate and the house.

Similarly the Girls' Debating Club was formed in order that the girls might have training in the power of argumentation so largely usurped by the opposite sex. The girls do more than debate though, and their attractive posters indicate well balanced programs of literary and musical nature.

Cicero and G. D. C. "hang together," as it were. Both societies meet every Friday night and we hear rumors of more or less elaborate social functions in which they participate as a united group.

Many of the older girls among our graduates remember with pleasure the Sapphonian society which did such excellent work for many years. This society has now been discontinued.

The Musical Organizations

Under the genial leadership of our "Music Master," Prof. F. W. Westoff, and his able assistant, Miss Charlotte Hall, the students of the I. S. N. U. maintain several musical organizations of decided merit. The Choral Club organized in 1906, with a present membership of sixty, gives three concerts during the year. The club always sings good music in a manner worthy of the competent director.

The Girls' and Boys' Glee Clubs have been with us during the past fourteen years. Both organizations feature in almost all school programs of general interest, and they always respond with good cheer and snappy songs when asked to appear on special occasions (of which there are many.)

We have listened with great pleasure this year to our orchestra. Since 1902 orchestras have come and gone with more or less success. The addition of another teacher of music has made it possible to devote more time to additional musical activities. Miss Hall has

brought her twenty-piece orchestra into a state of high excellence this year.

The I. S. N. U. Band is our infant musical organization, whose existence was made possible by the Board of Education's authorizing the purchase of band instruments in the summer of 1914. As we listen this summer to our band of twenty-four pieces give a most enjoyable concert and think back to last September when doleful sounds pervaded the town, the common inquiry is, "How did Mr. Westoff ever do it?"

The Science Club

In 1911 this organization was formed with a three-fold purpose: (1) To cultivate and foster interest in science among its members, (2) To keep its members informed regarding recent advances in science, and (3) To stimulate its members to pursue intensively some lines of scientific study in advance of the immediate requirements of the classroom. The membership roll consists of the faculty members of the various departments of science and thirty students who show special promise in the field of science. It is considered an event in the life of a student to receive an invitation to join the science club. The programs for the year are arranged early in September, the meetings are held once a month and attendance needs no urging, so great is the interest felt by the members.

The Nature Study Club

This club, with Miss Alice Jean Patterson as its first president, began its work in 1913-14. The constitution of the organization indicates its purpose to be three-fold: to cultivate in the members a permanent interest in nature study, to keep them in touch with the nature study work and movement throughout the country, and to enrich and broaden their lives by a closer contact with objects and phenomena in the great out-of-doors. Student membership is limited to thirty, which means that the members are active and interested in the work done.

The Country Life Club

Under the enthusiastic leadership of Miss Mabel Carney, the students of the I. S. N. U. who were interested in the problems of country life formed this club which has been a great inspiration and help to the students concerned. Last year the club gave a very creditable

performance of the play, "Back to the Farm." Their programs possess variety and are full of suggestions for those who expect to cope with rural community problems. In the growth of our country school department this club has indeed played an important part.

Manual Training Association

The students of the manual training department have recently formed an association similar in its purpose to that of the Science Club. They are earnest young men and plan to secure a well-rounded development in their chosen field.

The Jesters

Not all of our student organizations exist wholly for serious motives. We thank our dramatic club who style themselves, "The Jesters," for the evening of pleasure they have afforded us as the result of their labors. In 1913-14 the Jesters gave "Green Stockings," and this year charmed us with the quaint play, "Buntz Pulls the Strings." The people in the plays are chosen by tryouts for the various parts, which tends to keep the Jesters on the alert.

The Boosters

As the name indicates, the Boosters find their excuse for existing in the fact that they boost all school enterprises. They stand ready to back any activity of the I. S. N. U. Their most conspicuous work of this year was at the time of the Central Illinois Teachers' Association when they aided so efficiently in looking after the comfort of the visitors. Campus sings have been instituted this spring through the energy of the Boosters.

The Moral

If perchance any alumnus has waded through this article he may understand why there is truth in the statement, "Wrightonia and Philadelphia are not what they used to be."

EDITORIAL

Dr. Cook's Address

It is not our present policy to print long articles in the Quarterly but all good rules must have their exceptions. If we should ever be justified in breaking this rule, we surely are in the present instance when we have an opportunity to print such a masterly analysis of the past greatness of the I. S. N. U. If the past of the institution was as truly great as all earlier alumni keep telling us it was,—and we are not inclined to doubt them,—and if Dr. Cook's analysis of the cause of that greatness is correct,—and who could be more nearly correct than he,—this address should be a well nigh perfect formula for a successful life. What better guide for successful living or for efficient teaching could recent graduates ask than this? We urge all our readers to study it carefully and profit by the lessons it teaches.

When the next history of the I. S. N. U. is written, this address should constitute its concluding chapter.

UNIVERSITY FOR THE QUARTER

President Felmley's annual report to the Board of Education at the June meeting was as usual adopted in every detail. The following are a few extracts from the report:—

President Felmley's Report to Board—“During the Spring term, just closed, there was an attendance of 692 students in the Normal department, 218 in the University High School, and 377 in the Thomas Metcalf School, making a total of 1,287. The total enrolment in the Normal department for the past twelve months, including the summer school of last summer was 2,509. The number graduated this year from the Normal department was 108; from the Senior college, 14, and from the University High, 24. Twenty-four also received the certificate issued by the Country School department.

The report included recommendations for an increase in salary for eighteen members of the faculty and also for the addition of four new members to the faculty.

Gov. Dunne recently made the following appointments for members of the state board of education, the body which controls the affairs of the Illinois Normal University. They are: C. L. Capen, Bloomington; E. R. E. Kimbrough, Danville; J. Stanley Browne, Joliet; George W. Hughes, Hume, and C. F. Baltz, Millstadt.

With the exception of the last named all of these succede themselves.

Mr. Capen, the Bloomington man,

who is named for re-appointment, has served on the board for several years, and is among the older members in point of years of service. He is considered one of the most valued members of the board and for his judgment and discretion in the administration of the board was elected president, and is still serving as such. His re-appointment is a matter of satisfaction to his friends and to the friends of the Normal school. Mr. Baltz graduated from the I. S. N. U. in 1900 and is a staunch friend of his alma mater. He is in the banking business at Millstadt, Ill.

After a period of much doubt, Governor Dunne finally signed the bill appropriating \$95,000

Our New Bilding

for a woman's dormitory at the I. S. N. U. Our original request was for \$125,000 but in the last days of the session of the general assembly the amount was cut to the sum named above and has now become a law in that form. It is probable that the building will be so built that an addition may be made to it at some later date, and thus answer the needs that were originally planned.

Excavation has begun for the erection of the new power plant for the institution, the money for which was appropriated two years ago. The

New Power Plant

plant is located in the northwest corner of the campus, a little north and to the west of the Manual Arts building. This plant will furnish heat, wa-

ter, and light for the whole institution. It is probable that the coal room of the old heating plant will be fitted up as an additional room for manual training.

A program of commencement week was published in the May number of the Quarterly. All scheduled events were carried out as planned and many alumni were present during part or all of the week. Mr. H. H. Russell acted as toastmaster at the alumni banquet, and the principal toast was given by Professor F. D. Barber, who spoke of the twenty-five years of service in the institution of President Felmley. It happens that the very first class exercise which President Felmley conducted on entering the faculty was an examination in arithmetic, and Professor Barber was one of the "victims" who wrote the examination.

Our summer term which originally was a sort of appendage to the regular year has long since outgrown all proper proportions for an appendage.

The Summer School This year shows the largest growth of any recent year, at present writing the enrollment being 1820. This is about 200 more than at this time last year. The new state certificating law is doubtless partly responsible for the increase in numbers, and yet the summer school idea seems to be growing all over the country. One pleasing feature of the present summer school is the large number of Normal alumni who are here doing senior college work. Many of these are planning to come back later for a full year and finish the work for the degree.

It has been announced by the lecture board of the University, that they have engaged Ex-President William Howard Taft to give a lecture as one number of the

regular lecture course for next year. The date of the lecture is Oct. 30th. This will doubtless insure the sale of a great many outside tickets and it ought to go a long way towards satisfying the student body with the new student fee system. They will feel that they are getting something valuable for the money they are compelled to pay to support student enterprises.

The vacation school for children in connection with the university summer session opened with every room filled to overflowing. The grammar grades,

with fifty-five pupils, are particularly enthusiastic over camp cooking and pottery for boys, wood work, pottery and sewing for girls, while the vigorous attack upon academic studies proves that actual study has not lost its attractiveness for these energetic students. The intermediate pupils number fifty and their story hour, together with basketry and card board construction, keep hand and brain busy. Here, too, new problems in arithmetic, reading and the like are receiving their due share of attention.

Grades 2 and 3, with forty-five children, began a study of Japanese life, which provided pleasant opportunities for hand work stories in geography and reading, while the beginners are happy with games, play, and stories through which mysteries of regular school work unfold. The session promises to be one of unusual in-

terest and value. The attendance is made up of pupils from both of the schools in Normal, and several schools in Bloomington are well represented besides a number from the country.

Miss Lillian Sabine, head of the rhetoric department, has been granted

On Leave leave of absence for the coming fall term.
of Absence She will spend the time in doing some

special work which she finds impossible along with her teaching, and will return to her classes with the beginning of the winter term.

Miss Alice Jean Patterson has been granted a leave of absence for the coming winter term. She will spend the time in writing a book on nature study for the grades. Teaching full time and writing books do not go well together and Miss Patterson has decided to sacrifice her salary for a term in order to get done something which she has planned for some time.

Miss Mabel Cummings, director of physical training for women, has resigned her position

Teachers to accept a similar
Resign but better position in the state univer-

sity at Eugene, Oregon. Miss Cummings came to Normal twelve years ago and organized the department of the institution including the work for women and for the children of the training school. There has been a great development in the line of work in the institution during her term of service and she deserves lasting credit for what she has done.

Miss Janet Cation, head of the domestic art department, has resigned and plans to spend next year in study at Columbia or the University of Chicago. Miss Cation has been in charge

of the domestic art department for the past three years. She has made many friends in the school and community.

Mr. William Hein, of the University of Wisconsin, has been employed as an additional

New Teachers teacher in the department of biology.
Employed

He will have charge, mainly of the courses in Zoology, and Mr. Pricer will teach the courses in Botany. Mr. Hein received his bachelor's degree at Wisconsin a number of years ago, later receiving his master's degree at the University of Nebraska and is now doing graduate work at Wisconsin. He has had an extensive experience as a teacher of Biology. His last position was in the University of Porto Rico.

Mr. Winfield Scott has been employed as an additional teacher in the department of agriculture. Mr. Scott graduated from the I. S. N. U. in 1911 and two years later graduated from the Senior College, receiving the bachelor of education degree. During the past year he has studied agriculture at the University of Illinois and will finish the work for the B. S. degree at the end of the present summer school.

Miss Clara Penstone, former editor of the Quarterly, has been promoted from the position of critic teacher in the University High School to the position of teacher of English grammar in the Normal department. She takes the position made vacant by the resignation of Miss Laura Fowler Hayes, an account of whose marriage will be found in another column. Miss Penstone is a graduate of the I. S. N. U. and of the University of Chicago.

Miss Alma Hamilton, who graduated from the I. S. N. U. in 1908 and

recently from Columbia University, has been employed to take the place formerly held by Miss Penstone as critic teacher in the University High School. Miss Hamilton is the daughter of Mr. Hamilton, cashier in the First National Bank of Normal.

Mr. H. G. Milbradt, of Streator, Ill., has been employed to fill the position vacated by the resignation of Miss Reichmann as head of the German department. Mr. Milbradt is a native of Germany and has taught German in the Northwestern University and in the Carbondale Normal School.

Miss Clara Dunn has been employed to teach Rhetoric during the fall term during the absence of Miss Lillian Sabine. Miss Dunn is a graduate of the University of Michigan.

Prof. William Lawrence Beyer, of the history department of the university made the dedi-

Gave Dedication catory address on the occasion of the dedication of the unusually fine set of chimes given to the State University of Ohio. The fund for the acquisition of these chimes was subscribed to by each graduating class, the custom beginning under the auspices of the class of which Prof. Beyer was a member. This year's class raised the necessary amount sufficient to mark the close of the raising of the fund and the dedication at which Prof. Beyer was the chief speaker, was the happy outcome.

On the last Friday of the Spring term, the seniors took charge of the General Exercise period and amused the faculty and underclassmen in a very entertaining way. The program

consisted of a series of stunts, the first of which was a portrayal of a number of seniors as they were supposed to appear twenty years hence. The action centered around a ribbon counter, behind which the president of the class, Mr. Paul K. Benjamin, was supposed to have found his life work. Other seniors appeared before this counter in various amusing guises. Another stunt consisted in the burial of various objects and interests of school life for which the seniors will have no further use and with which they are quite willing to part. Another consisted in presenting different members of the faculty and student body with suitable suggestive presents. Among these were a large gavel and a motto for President Felmley, a fishing rod for Dean Manchester, a bottle of anti-fat for Mr. Cavins, and a couch for Mr. Turner.

The Misses Alice Patterson and Edith Atkin, of the I. S. N. U. faculty, entertained a party of thirty of their women friends at the home of Miss Patterson, 214 North University street, on May 30, in honor of their guest, Miss Alice Ballard. The affair was in the nature of an announcement party, announcing the engagement of Miss Ballard to Mr. David Smith, a prominent young attorney of Indianapolis, Ind., the marriage to take place during the coming month.

Miss Ballard was formerly director of athletics for women at the Normal University, and was very popular both in her school work and with those whom she met outside of the school. She went from Normal to a better position in the Chicago Normal school, where she has been until the present time.

Late in the Spring term, the Booster club started a very worthy enterprise in the form of a twilight song festival. Once a week, the students met on

College Sings

the steps of the bildings and devoted a half hour to singing college songs. In the General Exercise speeches which served to introduce the plan to the students, the hope was fittingly exprest that the students would acquire the habit of singing about town every where and on every suitable occasion. It is to be hoped that this suggestion will ultimately come to be carried out. It would add an exceedingly desirable quality to our college community. It might tend to counteract the over-worked reputation that Normal students have of being too serious.

The students of the university, members of the faculty and many townspeople from Normal and Bloomington wer given a splendid treat the

Union Society Programs

last Saturday evening of the Spring term at the annual union meeting of the Wrightonian and Philadelphian literary societies. President John W. Cook, who was an activ Wrightonian during his days as a student, was present and was the principal speaker of the evening. His membership as a student occurd during the stirring and troublesome days of the great civil war, and the reminiscences of days gone by wer tinged with the spirit of those times when the students who wer unable to go to the front carried out their part by doing their duty at home, in school and out. From time to time former students who hav gone to the front came back to visit and stories of the program

of the two societies on such occasions.

These stories and reminiscences of civil war wer enhanced by the appearance on the program of Professor Henry McCormick, who gave a very interesting and humorous talk, and who, it appears, was as ardent a Philadelphian as President Cook was an ardent Wrightonian. Another treat came in the form of a talk by Capt. J. H. Burnham, who was another member of the Wrightonian society. During the various talks given by these noted alumni, the spirit of the meetings became quite informal and the rapid quizzing back and forth and the spirited and humorous replies added much to the unusual plesure of the evening's program. Still another interesting talk was given by Mr. Louis Lisk, a Wrightonian alumnus, who enterd school in the year 1889. Fifteen years ago Mr. Lisk went to the Philipppines as a teacher, and he made a short talk regarding first experiences in teaching in the islands. The meeting was considered one of the finest in years and present-day students enjoyd an event unique in society annals.

The day was ideal and over 1,500 people from Bloomington and Normal had the plesure of seeing the annual field day exercises at the university

Annual Field Day

campus. An additional treat was in store, for the University Band furnisht music during the greater part of the afternoon. The spectators had the plesure of seeing the children of the training school forget bonds of conventionality and thoroly enjoy themselvs and incidentally giv the older people a fine entertainment. Much of the success of the day was due to Miss Cummings, Miss Clark

and Professor Russell, of the physical training department, and their assistants.

The eighth grade boys won the track meet from the seventh grade boys by a score of 61 1-2 to 33 1-2.

A baseball game was played between the seventh and eighth grade boys, which was won by the eighth grade, the score being 7 to 6.

The fifth and sixth grade girls, playing indoor baseball out of doors, attracted attention, the sixth grade winning, 36 to 21.

The seventh grade girls won from the eighth grade girls in a similar game, 57 to 27.

The fifth and sixth grade boys closed the afternoon's entertainment with a baseball game, the sixth grade winning by a score of 15 to 7.

Miss Mabel Claire Stark, of the department of geography at the university, is spending her

Miss Stark to California summer vacation in the west. She will spend considerable time in visiting places in the Rocky Mountain region, particularly those on the western slope, also visiting the expositions at San Diego and San Francisco. The remainder of the vacation will be spent at Glendale, near Los Angeles, where her mother is living.

During the latter part of the Spring term, a series of Lectures to the women of the school were given

Women

by Mrs. Mabel S. Ulrich of Minneapolis, Minn. Altho the writer was not privileged to attend the lecture, he concludes from the very high praise heard on every hand that they were of an exceedingly high order and of lasting benefit to the young women of the school.

Miss Margaret E. Lee, director of the kindergarten department of the university, is in

Miss Lee to Tennessee Knoxville, Tenn., where she is in charge of the kindergarten department of the summer school of the south during the term of six weeks. This is one of the largest and most popular departments of the big summer school of the south and employs three experienced teachers.

Continuing Their Preparation.

One of the best results of education is the incentive it gives to continue, to press on to higher plains. That the I. S. N. U. gives such an incentive is evident from the following:

Senior College Students in the I. S. N. U. Summer Term, 1915

1905.—Anna Smith.

1907.—Clara Grafton, Emma Harris.

1908.—Eunice Blackburn.

1909.—Bertha Sidwell, George Ritcher.

1910.—Mary J. Baine, Loren Curry, Gaston Kershner.

1911.—Mary Bell, Lucille Macy, Tressa Coquette, (T. C. '15), John Aaron Smith, Earl Case (T. C. '15), Clara Stocker.

1912.—Margaret Carson, Lucy Normile, Clara Stocker, Herbert Huffington, Henry Schneider, Roy L. Spires, Michael C. Welsh.

1913.—Bessie David, Cora Dunbar, Grace Gregg, Clara White, Kate White, Edmund Augspurger, Fred Hartin, William Hemmer, (T. C. '15), Jesse Earl Hiatt, Bert Hudgins, (T. C. '15), William Mayo, Henry Porter, Lewis Walker, George White.

1914.—Lottie Boundy (T. C. '15), Marjorie Brand, Frances Crews, Ella Rose Dean, Gertrude Mayo, Clare Middleton, Beulah Mitchel, Elizabeth Renshaw, Mildred Ross,

Anna Salmon, Gussie Schneider,
Eunice Walkup, Walter Adams, Stanislas
Arseneau, Leonodas Harr,
Grover Holmes, Thomas Lancaster,
Sam Livingston.

1915.—Edith Piper (T. C.), Milerna
Schlutius (T. C.).

I. S. N. U. Alumni in Summer School,

University of Chicago, 1915.

1896.—Jessie Himes.

1907.—Anna Blake, James H. Smith.

1911.—Grace Cavins, Gail Watt,
Lettie Bristol, Thos. H. Finley, Tal-
mage Petty, Joseph N. Smith.

1912.—Moses R. Staker, Fred Bran-
nom, Mary Porter, Robt. Guy Buz-
zard, Ethel Cooper, Hattie Diemer.

1915.—Mary Dexter, Magdalen Die-
mer.

Alumni at Columbia.

Mabel Sill, '11; Bertha Denning, '93;
Mary Keys, '07.

THE ALUMNI

Banquet of the Chicago Club, 1915

The annual reunion and dinner of the Chicago Club of the I. S. N. U. was held Saturday evening, May 29, at the rooms of the City Club, 315 Plymouth Court.

In spite of an all-day rain there were gathered a goodly number and a very pleasant hour was spent in greeting former friends and in making new ones. Each year the meetings grow more enjoyable. It may be with us as with children, "the last's the best," but more acceptable is the more sentimental reason—"The place where two friends first met is sacred to them all thru their friendship, all the more sacred as their friendship deepens and grows old."

Thus is old Normal sacred to us and the school-time friendships deepen as the years pass. The place where budding ambitions were developed and trained, where enthusiasm was past out in unlimited quantities must ever be regarded as peculiarly a revered spot.

Such was Normal of old, and such is the work of Normal today.

Gathered around the banquet tables a chanted invocation began the more formal program of the evening. Dinner and the business meeting, with the election of officers for the next year, followed. Mr. I. Eddy Brown, '74, of Oak Park, was chosen president; Mr. John A. Strong, '96 and '10, also of Oak Park, vice-president, and Miss Anna Foreman, '02, secretary-treasurer.

Mr. Clyde L. Burtis, '99, the president, introduced the toastmaster, J. Dickey Templeton, '73, who, in loyal obedience to the call, came up from

Bloomington to act as host for this gathering. J. Dickey is known far and wide as an I. S. N. U. "booster," and did not lose this opportunity to **boost** the school, the alumni, the faculty, and all pertaining to the corn belt of Illinois. We think he likes us, and we **know** we **like** him. He introduced the guest of the evening, our guest, Miss J. Rose Colby, professor of literature at Normal. Since 1892 Miss Colby has held her present position and has done much for the extension of the literary work, creating additional courses and furthering the growth of the school in many lines.

The "committee" plan of work for the Sapphonian Society was originated by her for study and self-improvement among the girls of the school. This was so successful as a student institution that to Miss Colby should be given much praise for contributing so generously of her time, her large knowledge and her kindly sympathy to the needs and desires of the girls. Owing to numerous other organizations this society has finally ceased to be.

In her talk she spoke of the new idea of scholarship by which the students may be grouped according to tendencies—the passing of the rigid courses of earlier days when every student took every lesson in every study, and whose only freedom was in taking "extras" which he could choose. The elective system of the Teachers College makes it possible for the student to choose with considerable freedom what courses he will pursue.

In Vols. II and III No. 4 in each of

the Alumni Quarterly is a full explanation of the Teachers College as it is conducted at Normal.

Miss Colby, while acknowledging an honorable past and an honorable present, predicted a greater future for the school under the present progressive management, and closed with an invitation "to come down to see us."

A new and most pleasing form of entertainment had been arranged by Mr. Burtis and Mr. Rape. By means of a reflectoscope, photographs and post card pictures, ancient, medieval, and modern, were thrown upon a screen. Dr. John W. Cook, '65, had charge of those of ancient date and gave a Normallog of the early days, of the I. S. N. U. building, the faculty members and friends of the school. Dr. Cook knew them all personally and has kept in close touch with those still living. A master-hand at remembering, now as always, he was well fitted for the task.

From Gen. Hovey, the war president, in his war uniform, down, the men and women who had the shaping of the policy of this normal school past in review before us. Dr. Edwards, his sonorous positiveness, evident even in his photograph, followed. Dr. Hewett, next, rigorous and vigorous in duties for himself and for the students. Then Dr. Sewell, really an M. D., but the teacher of natural sciences at Normal for eighteen years. He is one of the few still living. Dr. Cook told of a visit with him last year in Colorado, where he has been engaged in educational work since leaving in 1878. Prof. Metcalf, exquisitely accurate in likeness as he was in speech and work. Prof. Stetson, the perfect penman of them all. His recent death in California was news to some.

These, and more, were shown—the pathbreakers of the normal school

movement in Illinois. The ladies were not forgotten. They were there in their wide skirts, wide sleeves and very attractive waists. Miss Osband, who became Mrs. Stetson, and another, gowned in ample style, whose name I cannot now recall. Others whose pictures could not be procured should be included. One deserves mention—Dr. Henry McCormick, '98. Vice President Emeritus, was in the city but unable to be present. He had been called to Chicago by the death of a sister.

Dr. McCormick and Dr. Cook, the speaker, belong as well to the modern period. Lastly, several pictures of John W. Cook were shown, as a student, as a young teacher, and as a more mature instructor, all of which the speaker treated rather shabbily, we thought. To every one present his meed of praise needed no words. The after work and after life of his students show the impress of the vigorous manner and method of John W. Cook, first at Normal and now at DeKalb.

Dr. Felmley had charge of the latter and larger part of the program of the screen pictures. The buildings, all five of them, were shown at all angles; the work being done in each one; the campus, with its beautiful trees and shrubbery; the use made of it by the students in their work and play; the school farm, with its equipment for agricultural work, its farm house, barn, silo, milk house, poultry and hog houses, all were shown and described as fully as was possible in the short time allowed. A full and interesting description of this university farm may be found in the Quarterly, Vol. III, nos. 2 and 4.

To Dr. Felmley belongs much of the credit for the development of this farm—the Bakewell gift of land in the early days to be used for "practical

experiments in agriculture." It is an agricultural institution making for thoro, efficient work in intensiv farming. Besides being a place of instruction for students, it is a farm that pays. Dr. Felmley, with the plan of practical utility always in mind, intends that it shall not only support itself, but become a means of revenue from the sale of its products. To this end may be seen a milk wagon decorated with the well known letters I. S. N. U., going about Normal, after the manner of any old milk wagon, selling 130 quarts a day, twelve tickets for a dollar. A picture of the model of the campus and bilding in miniature sent to the Panama exposition at San Francisco, Calif., as the Normal University exhibit, was shown.

One of the last pictures was one of six manly boys followd by one of three womanly girls—the Burtis family—all of whom hav been students at Normal. In fairness to Mr. Burtis it should be stated that he did not include these two in selecting the views. The secretary "stole a march" and "put one over" on the president.

Mrs. Ella F. Young, city superintendent of schools, made a plea for suggestiv work in schools, leaving to the student the development of thoro-ness in working out the problems. She believes it a greater thing to make the student want to know than to fill his hed with facts of knowledge.

Other speakers wer Mr. Walter H. Eller, who spoke for the Wrightonia of today. He won much applause from the once Wrightonians, always Wrightonians, and Mr. Levi Lathrop, who represented the present Philadelphia, a one-time Phil president and a winning Phil debater of the last contest; we redily grant his claim that the Phil Society of today is a worthy

successor of the Phil Society of preceding years.

A partial list of the eighty-five present:

Mrs. May P. Barber and son, Luther.

Mr. Ralph Benjamin.

Mrs. Pauline R. Berkstresser.

Mrs. E. S. Boyer.

Mrs. E. R. Boyer and daughter.

Miss Brayton.

Mr. I. Eddy Brown.

Mrs. Will Brown.

Miss Kathryn Browne.

Mr. and Mrs. Clyde L. Burtis.

Mr. and Mrs. Guy S. Burtis.

Mr. and Mrs. F. L. Bryant.

Mr. Lewis M. Carpenter.

Miss Essie Chamberlain.

Mr. and Mrs. Wm. H. Chamberlain and daughter.

Miss J. Rose Colby.

Mrs. Elizabeth R. Cook.

Dr. John W. Cook.

Mrs. C. M. Cope.

Mr. Walter H. Eller.

Miss Kate Edwards.

Dr. David Felmley.

Miss Anna Foreman.

Dr. and Mrs. Paul E. Grabow.

Miss Alice I. Gray.

Mr. G. Charles Griffiths.

Mrs. Martin D. Hardin.

Mr. Fred Hartin.

•Miss Mary Hartman.

Mr. Rufus M. Hitch.

Miss Effie Hilts.

Mrs. W. J. Hitt.

Miss Ruth Holmes.

Mrs. W. M. Kallash.

Mr. Levi Lathrop.

Miss Josephine Lesem and sister.

Miss Kate Lucey.

Miss Mary McCorquodale.

Mrs. Edward Meier.

Mr. and Mrs. Clement Miller.

Miss Lida B. Mix.

Miss Olive Moak.

Miss Grace A. Monroe.

Miss Blanche Oakes
 Miss Velma Ogle
 Miss Ellen Phillips
 Mr. R. E. Poplett
 Miss May Pollock
 Mr. and Mrs. Arthur O. Rape
 Miss Sue I. Reed
 Miss Sally Reeder
 Miss Rowland and sister
 Mr. Philip Shaub
 Mr. John A. Strong
 Mrs. Mary R. Tear
 Mr. J. Dickey Templeton
 Miss Clara E. Trimble
 Mr. John Whitten
 Mr. and Mrs. Carl Waldron
 Miss Frances Waldron
 Mrs. Ella Flagg Young

Items of News of Chicago Members

Miss Anna Hopkins, head assistant, and long a teacher in the LaFayette school, died at her home on Pine Grove avenue, in June of this year.

Dr. Joseph Trenchard has moved from Indiana avenue, and now lives in the new suburb, Chatham Fields.

Mr. I. Eddy Brown, '74, is at Williams Bay, Wis., where as dean of the Y. M. C. A. college he is conducting the work at the Lake Geneva encampment.

Miss Frances Waldron, '03, has elected to take her vacation on the Jackson Park golf links.

Mrs. May Pennell Barber, '67, is spending the summer at Castle Park, Michigan.

Mr. G. Charles Griffiths, '92, is principal of the Washburne school, W. 14th and South Jefferson streets.

Mrs. H. Amelia Kellogg Bryant, '73, and her son, Burton, will spend some weeks at Druce Lake, Ill.

Miss Sue J. Reed is teaching in the Paul Revere school, 72nd and Ellis avenue, Chicago.

Andrew L. Anderson, '80, is a successful nurseryman at Virginia, Ill.

Mrs. Mary Sweeney lives at 3932 Lake Park avenue, Chicago.

Mr. Francis G. Blair, '92, is a member of the official Pacific coast exposition party for the state of Illinois. An extensive tour of the northwest, visiting many of the large cities of this section of the United States is the itinerary of the party. Mrs. Blair accompanies him, and they are now on their way west via C. M. & St. P. Ry.

Miss Frances D. Ohr, '80, is a school principal in St. Paul, Minn. Her sister, Winifred, is a director of kindergarten work in the same city.

The Class of 1915

The development of the I. S. N. U. during the past decade is no where more marked than in the multiplication of courses and programs of study. But a few years ago there were but two courses or programs of study offered: the two-year course for high school graduates and the three-year course for students who were not graduates of four-year high schools. Today, this institution offers many different lines of work, or programs, each intended to prepare the student for some particular calling in the field of public school work. The alumni, always interested in the changes taking place in and around the old school, will be interested in knowing what these new programs of study are and how our graduates of the Class of 1915 are distributed. Hence we note the following:

Program	Number in the Class of 1915
Teachers' College, Degree,	
B. of Ed.....	14
A.—Upper Four Grades.....	14
B.—Lower Four Grades.....	10
C.—Kindergarten-Primary, Kindergarten and First Two	
Grades	3
D.—Music	3

E.—Manual Training	4	Bare, Mabel, Prin. H. S., Bunker Hill.
F.—Art and Design	1	
G.—Household Arts	2	Benjamin, P. K.—Science and Athletics—H. S., Bushnell.
H.—Household Science	5	Blevins, Lusettie, Eighth Grade, Hillsboro.
G.-H. Household Arts and Science (A three-year course for H. S. graduates)	3	Boucher, Corinne, English, Mackinaw Township H. S.
I.—Agriculture	3	Brand, Marjorie, Drawing, Music, Literature, Petersburg.
K.—Junior College, First Two Years of the College Course (For students with some H. S. preparation...)	28	Brenneman, Nova A., Prin., Easton, Ill.
L-4 Regular Four-Year Course...	14	Brown, Beulah, First primary, Pontiac.
L-3 Regular Three-Year Course (For Three-Year H. S. graduates)	16	Brown, Eula M., Mathematics, Mason City.
Total.....	120	Case, Earl C., Supt. at Golconda.

The courses or programs of study from A to K inclusive are two-year courses and are bilt upon a standard four-year high school preparation. Hereafter the L-4 course will be abandoned and all graduates of the I. S. N. U. will be able to show a record of having completed two years of work beyond the high school.

The remarkable growth of the Teachers College and the rapid increase in the number of students taking the Junior College program with the intention of pursuing a college course later is, perhaps, the most interesting feature of this analysis.

Where The Class of 1915

Will Teach.

Adam, Isabel—Dom. Art & Hist. in H. S., Tonica, Ill.

Albright, Bernice—6th grade, Garfield School, Pekin, Ill.

Allan, William D.—Science, Havana, Ill.

Armstrong, Agnes R., Intermediate grades, Foosland.

Bahlman, Ruby, Primary, Foosland.

Bamber, Hazel, Supervisor of Music, Mason City.

Colbert, Vera, Latin, German, English, Mahomet H. S.

Cook, Ruth, El. Science, Decatur.

Cooke, H. Lee, Manual Training, Lincoln, Ill.

Cox, Edna Pearl, Primary, Evanston.

Dexter, Mary E., Supervisor of grades, Ironwood, Mich.

Dunn, Edith, English, El Paso, Township H. S.

Eller, Walter, Science, Mason City.

Entler, Emily, Primary, Decatur.

Fox, Nellie May, Intermediate, Evanston.

Garrett, Dorothy, Literature and Latin, Raymond, H. S.

Hamilton, Wilha M., Second grade, Lexington.

Hinton, Mildred, Primary John Swaney School, McNabb.

Hitch, Bruce, B. Ed. — Science — Eureka Township High School.

Hood, Robt. Vance—Manual Training and Athletics—Carrollton.

Hudgins, Bert., Principal, Lincoln H. S.

Irwin, Alta E., Asst. Prin. Girls' Mission School, Nan, North Siam.

Jarrett, Helen W., Domestic Science, Quincy.

Joosten, Ehme J., Litchfield H. S.

Kerrick, Carleton, Manual Training, Mattoon.

Kerr, T. H., Ward Principal, Fairbury.

Krigbaum, Mildred, Second and Third Grade, Illiopolis.

Lathrop, Levi, Foosland.

Lawson, Vena, English and Mathematics, Lovington.

Lay, Chester, H. S. Principal, Moweaqua.

Lewis, Hattie, Mackinaw.

Kramer, Arthur, Manual Training, Danville.

Mehl, Georgia, Country, Clarence.

Montgomery, Ethel, Literature and History, Atlanta.

Moore, Clifford W., Superintendent, Stanford.

Patterson, Bernice, Asst. in H. S., Metamora.

Piper, Edith Nannette, Asst. Prin., Forrest.

Raymond, Ruth—Languages, Antioch H. S.

Reeves, Everett, Gibson City.

Robinson, Joseph H., H. S. Wapella.

Rogers, Vesta, Eighth Grade, Oak Park.

Schlutius, Milerna — Science — Whitehall H. S.

Shields, Elizabeth, Fifth Grade, Lincoln.

Shutt, Edith Pearl, Country, Decatur, R. R. 9.

Spilman, Roberta, First and Second Grades, El Paso.

Spires, Lucy, Country, Decatur.

Srout, Lulu B., Fifth Grade, Pontiac.

Stine, Perna, Normal Training Dept., Mora, Minn.

Thompson, Jesse J., Supt., Metamora.

Washburn, Lucy, Grace II, Lovington.

Wetzel, Mabel, Teachers' Training Dept., Henderson, Minn.

Wurtzbaugh, Roy—Manual Training—Gridley.

Yeck, Lava, Supervisor of Music, Lawrenceville.

A Letter From An Early Alumnus.

The following letter will be of interest to the early alumni. It is interesting to note that one who graduated forty-seven years ago is again entering upon active public work. Miss Hurwood was a classmate of our venerable Vice-President Emeritus, Professor McCormick who is still living here in Normal and who is a frequent visitor at the I. S. N. U.

The Quarterly begs the privilege of printing this letter in full for the benefit and pleasure of the old timers.

National City, Calif.

June 25, 1915.

Editor Alumni Quarterly,
Normal, Ill.

Dear Sir:

I am in receipt of the May No. of the Quarterly and enclose herewith my subscription for the year. I have been teaching in the public school in National City during the past year, as ungraded teacher. I am re-elected to the same position for next year with the added responsibility of assistant supervisor of the primary grades.

I have been out of the public school work for the past nine years, as partial deafness following a severe illness obliged me to resign my position in Oakland. But during that time I have been teaching private pupils, and for the last three years have had a small but very successful private school in my home town of Geyserville. A gradual improvement in my hearing has enabled me to take up public school work again and I have spent a very pleasant year in school in this charming suburb of San Diego.

These personal details may perhaps be quite without interest for you, as the time of my graduation, in '68, is so long past that I cannot expect to be remembered except by my few remaining classmates,—but I still hold in my heart the most affectionate remembrance of "Normal Days."

I have written a good deal during the past years on educational and other topics, newspaper work mostly. The article on the French Naturalist, Fabre, in the Review of Reviews for May, '13, was from my pen. It occurs to me that you may like to see one of my late articles which I enclose.

This letter is not intended in any way for publication, but as I enjoy so much finding any personal mention of the friends of other days, I think that perhaps they also might take pleasure in some brief mention of my welfare and whereabouts.

Yours sincerely,

GRACE S. HURWOOD, '68.

Alumni Notes.

E. A. Messenger, '13, spent the spring and early summer at and near Vintondale, Pa., studying the labor and social conditions of that coal producing region.

Adam A. Hummel, '00, graduated in June from the College of Osteopathic Physicians and Surgeons, Los Angeles, Cal.

The Quarterly is in receipt of a memorial booklet in honor of Miss Camilla Jenkins, '82, whose death was noted in the last number of the Quarterly.

Harry L. Welker, '12, has been elected superintendnt of the Astoria schools for next year.

Miss Hattie Diemer, '13, has been elected principal of the Ellis Township High School for the coming year.

Miss Alice Murray, '14, will teach in the Joliet Schools next year.

Charles Diver, '11, has quit teaching and gone into the drug business at Bridgeport, Illinois.

Jessie Bullock, '96, now Mrs. Kastner, is living at South Tacoma, Washington.

Harvey L. Freeland, '08, has been appointed instructor in manual training in the East High School, Minneapolis, for the coming year. The position is an exceptionally good one.

Loren B. Curry, '10, has accepted the position of instructor in chemistry and director of athletics in the Mt. Pulaski H. S. for the coming year.

Anna Frances Gearhart, '12, now Mrs. J. W. Wall is living at 2203 Maine St, Quincy, Illinois.

Faye Wortham, '12, was recently married and is now living at Milmine, Illinois. Her husband's name is W. W. Wolff.

Ethel Corbin, '11, will teach in the primary school at Tacoma, Washington, the coming year.

Willard Brooks Wiles, '11, and Mrs. Wiles (Cecil Root, '11), will teach in the Mackinaw Township H. S. Mr. Wiles will be the principal and Mrs. Wiles will serv as assistant.

Lucy Normile, '12, will teach in the Sixth Grade at Evanston next year.

Henry Porter, '13, will be principal at Delavan the coming year.

Edwin W. Skaer, '13, will have charge of agriculture in the Flora Township H. S. next year.

Edna Zellhoefer, '13, will teach Latin and Mathematics in the Leroy H. S. the coming year.

Ruth Holmes, '14, graduated from the University of Chicago in June. She will teach English in the high school at Litchfield next year.

Grace Huffington, '12, who has been teaching Domestic Science in Winthrop College, Rock Hill, S. C., for the past two years was recently appointed to the position of Assistant

State Agent in home demonstration work. This is an excellent government position. Miss Huffington is to be congratulated for the position carries with it a salary of \$1800 per year and an opportunity to rise rapidly.

Among numerous alumni who have visited the I. S. N. U. recently are the following: Vida Chamberlain, '11, Harvey, Illinois; Elmer G. Gingerich, '07, and Catharine Gingerich, '06, of Okmulgee, Oklahoma; Gaston Kershner, '11, of Muskogee, Oklahoma; Howard Cleinbell, '14, who has been attending the U. of I.; Oscar Weber, '08, teacher of commercial branches in the Belleville H. S.; Ruth Davis, '14, who has been doing Y. W. C. A. work in Wisconsin; I. Eddie Brown, '74; L. Wyn Chamberlain who has been teaching at Madison, S. D. the past two years, and Helen Putnam, '10, now Mrs. Eugene Shaver.

Leota Brown, '13, is teaching domestic science in the Amboy H. S.

Anna Kemp, '11, is teacher of domestic science in the Melrose, Minnesota H. S.

Miss Ella Dean, '14, who has been doing college work here during the past year has been appointed Assistant in Chemistry for the Second Summer Term.

Marriages and Announcements.

Miss Kate Brown, '13, and Henry Price Anderson of Helena, Ark., were married at Helena, Ark., June 8, 1915. They now reside on Perry Street, Helena.

Announcement is made of the approaching marriage of Miss Pearl McNeil of Melvin, Illinois, to Chester Dillon, '08. The event will take place the latter part of August at Melvin, Illinois. They will reside at Mitchell, S. D., where Mr. Dillon is coach at the Dakota Wesleyan University.

Announcement has been made of the approaching marriage of Fannie Faye Hester, '12, to Mr. J. Hardin Wheeler, '12, of Indianapolis. Since graduation Miss Hester has been teaching household art at Clinton, Indiana, and was also a member of the Summer School faculty here this year. Mr. Wheeler will conduct a poultry farm near Indianapolis.

Announcements have been received of the marriage of Miss Edna McMillain of DeLand, Illinois, to Mr. J. Earl Hiatt, '13, at DeLand on July 29. Mr. Hiatt will be superintendent at Green Valley the coming year.

Announcement is received of the approaching marriage of Miss Ono Freeman, '12, of Normal to Mr. Harry Lathrop, '12, and B. Ed., '14. Mr. Lathrop spent the past year in the University of Chicago. He was recently appointed Professor of Geography in the Northern Arizona Normal School at Flagstaff, Arizona. The marriage will take place in August.

On June 19 occurred the marriage of Miss Ruby Kreiger of Lostant, Illinois, to Mr. Jay Courtright, '14. Mr. Courtright will continue as superintendent at Tonica next year.

Friends in Normal have received announcement of the marriage of Miss Constance Fox to Edwin Hewett Reeder, both of Yonkers, N. Y. on July 9. Mr. Reeder is the son of R. R. Reeder and May Hewett Reeder and grandson of Dr. Edwin C. Hewitt.

Announcement is made of the marriage of Miss Ora Gingrich of Flanagan, Illinois, to Mr. Karl Zehring, '14, on June 17.

Miss Jessie Peasley, Class of 1892, was married to Rev. George A. Scott of Marion, Ohio, at her mother's home in Bloomington on July 14.

After her graduation, Miss Peasley taught in Bloomington several years; then she entered the Y. W. C. A.

work and was general secretary in several leading cities. Her success in this work proves her excellent fitness for the role of a minister's wife.

Hayes-Pricer.

On Wednesday morning, July 28th, at eight thirty o'clock, there occurred in Chicago the marriage of Miss Laura Hayes to Mr. John L. Pricer. '99. Only the immediate relatives and a few intimate friends were present. Mr. and Mrs. Pricer left immediately for a trip to Colorado.

Miss Hayes has been for four years the Hed of the Grammar Dept. in the I. S. N. U. She is a graduate of Vanderbilt University of Nashville, Tennessee and has her Master's degree from the University of Chicago. She is a member of the Phi Beta Kappa and Kappa Alpha Theta sororities. Miss Hayes has always been very popular with the students who are greatly pleased to know that she

is to become a permanent resident of Normal.

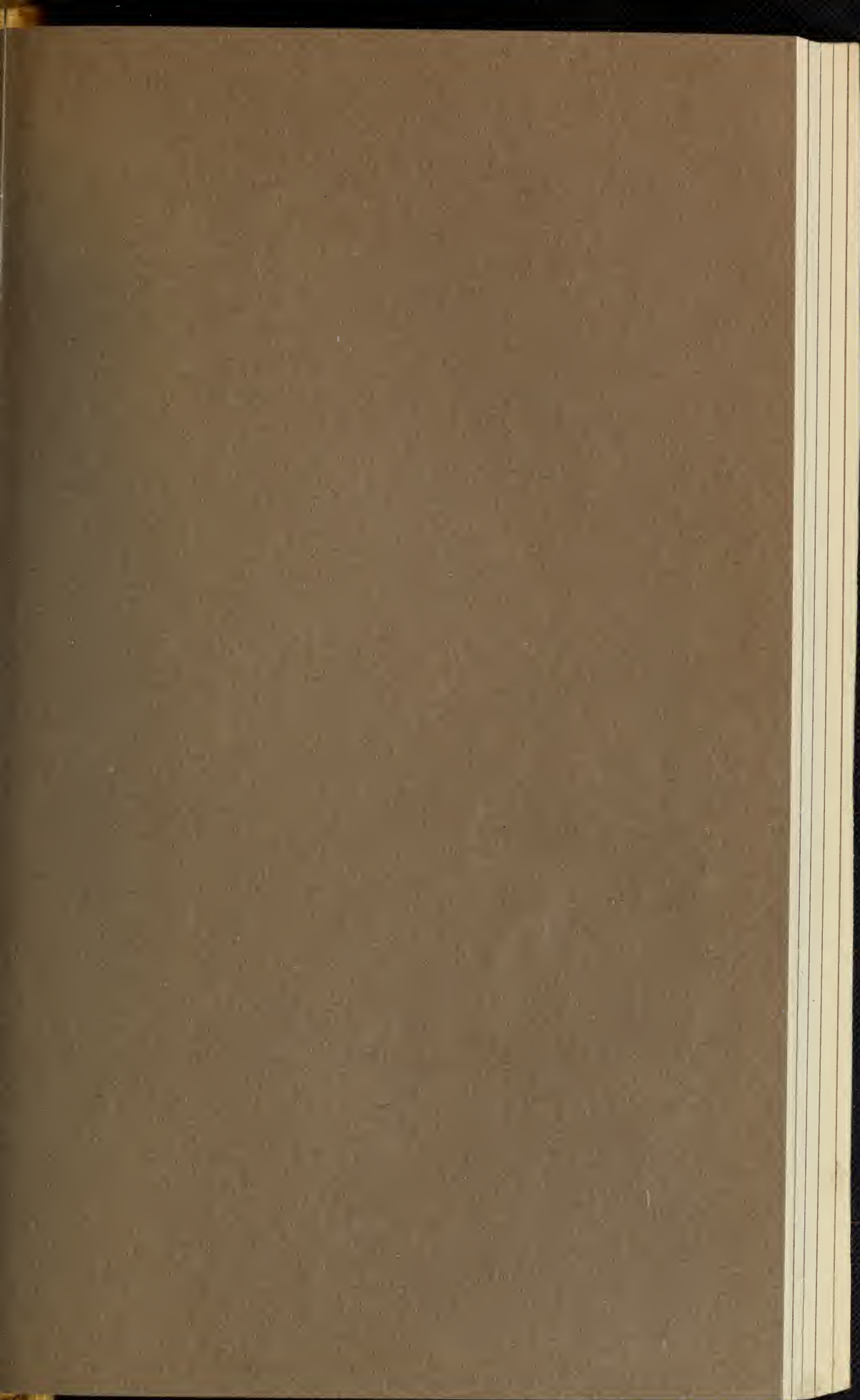
Mr. Pricer is so well known to all alumni and students as Hed of the Biology Dept. and as Editor and Business Manager of the Quarterly that it is unnecessary to speak of his successful work.

The sincerest good wishes of the entire body of Alumni, students, and Faculty of the I. S. N. U. are herewith extended to Mr. and Mrs. Pricer.

Births.

Richard Wells Norton, born May 29, 1915, to Mr. and Mrs. A. C. Norton, of Decatur. Mr. Norton was of Jessie B. Wells of the class of '01.

The enrollment for the Second Summer Term reached 435 on Wednesday, July 28, the third day of the term. This is a gratifying increase over any previous year for this term.





26m1g
V. 4. #4

THE ALUMNI QUARTERLY

OF THE
ILLINOIS STATE NORMAL UNIVERSITY

VOLUME IV NOVEMBER, 1915 NUMBER 4



EDMUND J. JAMES



THE JESSE FELL MEMORIAL GATE

This gate was erected by the Women's Improvement League of Normal. It will soon be completed by placing handsome cluster lights on each of the two larger pillars.

THE ALUMNI QUARTERLY

OF THE

ILLINOIS STATE NORMAL UNIVERSITY

JOHN L. PRICER, '99 - - - Managing Editor

ANNETTE B. COOPER, '98 - - - University and Student Life

FRED D. BARBER, '94 - - - Alumni Editor

MRS. W. A. COOK, 2150 Racine Avenue,
Chicago - - - Associate Editor

EDMUND J. JAMES

This Magazine is published in the months of February, May, August, and November.

Subscription price fifty cents per year. Single copies fifteen cents.

CONTENTS.

Editorial Comment	- - - - -	1
The New Heating Plant—David Felmley	- - - - -	2
The New Dormitory—David Felmley	- - - - -	3
Growth of the Normal University—David Felmley	- - - - -	4
Growth in the Teachers' College—John L. Pricer	- - - - -	5
Senior College Organization—John L. Pricer	- - - - -	7
Normal School Extension—David Felmley	- - - - -	8
The University Farm—L. A. Madden	- - - - -	9
The University for the Quarter	- - - - -	11
Alumni Notes	- - - - -	23

ALUMNI OFFICERS

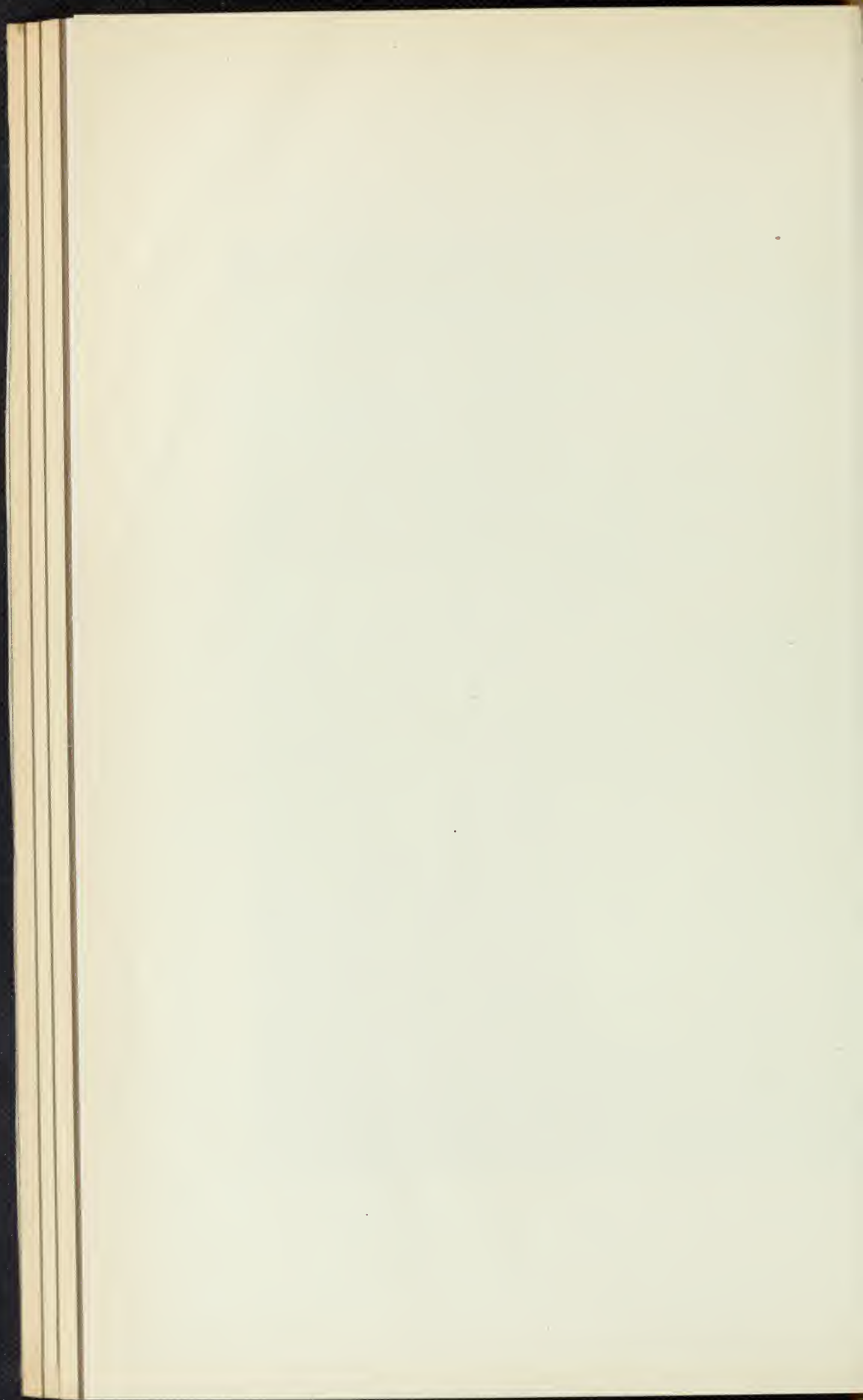
H. H. Russell, '08 - - - President
Eunice Blackburn, '08 - - - Vice-President
O. Lillian Barton, '99 - - - Recording Secretary
F. D. Barber, '94 - - - Treasurer

EXECUTIV COMMITTEE

Winifred Scott, '11 Archibald Messenger, '13
Fred D. Barber, '94

Entered as second-class matter May 8, 1912 at the postoffice at Normal, Illinois, under the Act of March 3, 1879.

The Spellings recommended by the Simplified Spelling Board are used in this publication.



The Alumni Quarterly

OF THE I. S. N. U.

Volume IV NOVEMBER, 1915 Number 4

THE WRONG NUMBER

Just as we wer gathering up the last copy for this number of the Quarterly and about to decide not to attempt anything in the line of an editorial, our telephone bell rang. On taking down the receiver, a brisk voice askt if this wer the C. & A. passenger station. We had to admit that ours was the wrong number, but the disturbance furnisht us with a subject for meditation, and the following ar some of the things that we thought: "How would it be if we wer the Chicago & Alton Railroad Company? Would we be sending notises to our patrons, to whom we had furnisht tickets some months or years before, asking them how they enjoyd the trip, and then feebly suggesting that it would be considered a favor if they would please pay for the tickets in order to enable us to replace a few decayd ties in the road-bed?"

Perhaps this is enuf of our musings. We desire to say, however, that since there is just one person—the printer—interested personally in the money that we collect for the Quarterly, we decided to pursue our usual methods in this matter and, accordingly, all who ar in arrears, or whose subscriptions expire with the present number, wil find in the Quarterly a little slip of paper which wil indicate the amount of money that should be sent.

HOW IS THE QUARTERLY COMING ON?

Whenever we meet readers of the Quarterly at teachers' meetings or elsewhere, the usual question that we hear is: "Well, how is the Alumni Quarterly coming on?" We take it from this that all our readers would like to hear the answer. We hav at present about 630 subscribers in good standing. If all these should pay, we would hav an annual income of \$315.00. For one reason or another, some do not pay. It costs us on the average about \$70.00 per number, or \$280.00

per year for printing and mailing the publication. What we fail to collect each year just about makes our income and outgo balance.

It requires a great deal of work to get the material together for the printer, to keep the books, and correct addresses on the mailing list, and this must all be done outside of a full program of teaching and other work in the institution. Notwithstanding this, however, we feel that the Quarterly has made a place for itself in the life of the institution that it must continue to fill. A very large number of our subscribers have been with us from the first, and many letters indicate that each number is read from cover to cover by most of these subscribers. Some one said, in addressing the students recently, that the Illinois State Normal University is not located at Normal only but everywhere in the wide world where there may be found a former student who received inspiration at Normal. If this is true, such a publication as the Quarterly seems essential in order to keep the body and soul of the real institution together.

This number completes the fourth volume and we are convinced by these four years of experience that the publication has demonstrated its right and capacity for a permanent existence.

THE NEW HEATING PLANT

Workmen have been busy upon the campus for the last four and one-half months erecting and equipping the new \$60,000 heating plant. It is built of red brick harmonizing in color with the Manual Arts Building, which stands one hundred feet away. Architecturally it is one of the most pleasing buildings upon the campus. The windows are arched and of generous dimensions. The chimney, 175 feet high, slender and graceful, is pronounced by all visitors the most beautiful object of the sort that they have ever seen.

The dimensions of the building are 75x93 feet. To the south is an engine room 75x20 feet, which contains, at present, only the pump that has been placed in the new eight-inch deep well that is to provide our future water supply. In this room will be installed, at a future date, steam engines and electrical machinery. At the west end of this room there is an office and a shower bath for the engineer and assistants.

The central part of the building is occupied by the boiler room in which will be installed, for the present, two water tube boilers, each of 350 horse power capacity. The boilers are sectional boilers of the vertically baffled type and are made by the Springfield Boiler and Manu-



THE NEW HEATING PLANT

THE 2005-2006
COLLEGE YEAR

facturing Company. They are provided with chain-grate, stokers, and approved soot-cleaning apparatus.

The coal consumed will be brought to the building, weighed upon the Fairbanks scales installed in the driveway, dropped into a large hopper, thence conveyed to a crusher, which will reduce the fuel to the fineness of pea coal, thence it will be conveyed to the top of the building and dropped into large hoppers from which it is automatically fed through spouts to the automatic stokers previously mentioned.

Similarly the ashes are conveyed to a large hopper over the driveway where, by opening the valve, they may be loaded into wagons and removed from the premises. The piles of ashes and rubbish that have disfigured our grounds in the rear of the old boiler house will no longer be a feature of the Normal campus.

The machinery throughout is of the most approved design to secure the utmost economy of fuel with complete cleanliness and absence of smoke. It is estimated that the improved apparatus will effect a saving of at least \$1000 per year in fuel costs.

THE NEW DORMITORY

The Forty-ninth General Assembly appropriated \$95,000 for a woman's dormitory at the State Normal University. The sum asked for was \$150,000, and the building plan will require this sum for its completion. The plan provides a three-story fireproof structure of brick and concrete, shaped like a capital E, 235 feet long with wings 118 feet. Rooms are provided for 136 women students and boarding facilities for 200. A portico 40 by 16 feet with four stone columns two stories high is the chief architectural feature of the front of the building. The basement will contain a general laundry, a students' laundry, a refrigerating plant, an ice cream plant, a bakery, and store rooms for provisions, trunks, and fuel. On the first floor is the kitchen and serving rooms, the dining room 66 by 40 feet, the living room and reception parlors, office and a private apartment for the matron, guest rooms, and rooms for twenty-two students. On the second and third floors are study halls 40 by 16 feet opening upon the portico, sewing rooms, bath rooms, kitchenettes and rooms for 114 students. Of the students' rooms thirty-six are single rooms.

The location of the building is not yet determined. The site most in favor is just south of the gymnasium in the space partly occupied by the pond. The advantages of this site are its convenience to the school

buildings, its nearness to the tennis courts and gymnasiums, both of which in a few years will be set aside exclusively for women, its moderate distance from the street car station, its east front looking out on the campus, which will add much to the comfort of the students on summer afternoons and evenings. Other sites proposed are the east side of the campus near the station store, the east end of the school garden, and the southeast corner of the university farm.

THE GROWTH OF THE NORMAL UNIVERSITY

Higher institutions of learning thruout the United States are generally enjoying a notable increase of attendance in the fall of 1915, the only exception being high priced private schools. The chief cause is without doubt the depression in trade and in many industries. Normal schools are directly affected, for fewer people are leaving teaching to enter other callings. New candidates for the profession find that better preparation must be made. In Illinois the new certificating law acts in the same direction. The examinations are proving difficult. Not over forty per cent of the candidates pass them successfully. Many young people see that the normal-school with its institutional credits provides surer, if not an easier, entrance to the teacher's profession. The attendance in the normal department at Normal this fall is one hundred thirty-two larger than last year, a gain of twenty three per cent. The accompanying table exhibits the aggregate attend-

YEAR ENDING AUGUST 31	Fall Term	Winter Term	Spring Term	1st Summer Term	2nd Summer Term	Total Number of Different Students	Equivalent Attendance for 36 Weeks
1903-04	293	314	257	506	169	862	401
1904-05	332	358	296	832	198	1230	500
1905-06	371	395	368	908	217	1314	565
1906-07	460	472	398	978	206	1466	611
1907-08	472	496	469	1078	278	1650	705
1908-09	550	616	517	1240	307	1807	829
1909-10	623	672	581	1409	274	2120	907
1910-11	685	702	655	1348	291	2131	954
1911-12	686	726	658	1632	350	2403	1020
1912-13	766	785	700	1614	346	2471	1078
1913-14	761	782	814	1621	444	2591	1130
1914-15	822	842	906	1834	465	2846	1242
1915-16	952	.....	.....	.....	.....	.....	.....

ance by term for the last twelve years in the normal department, high-school, and teachers college.

Of the 972 listed for the present term 232 ar in the University high-school, 567 in the normal school, 153 in the teachers college. The enrolment in the elementary training school is 396.

The prospectiv graduating classes ar: high school 50, normal school 163, teachers college 17.

GROWTH IN THE TEACHERS' COLLEGE

In the Quarterly of November, 1914, we had an article under the same title as the above. In that article full details of the reorganization of the college wer given, and it is not necessary to repeat them now. We ar glad, however, to be able to report a helthy growth during the year. In the fall of 1913 seventy-five students wer enrolld in the Teachers College. Eleven of these wer seniors, and nearly all the others freshmen and sophomores. In the fall of 1914 the enrolment in the college was as follows: Freshmen, 66; Sophomores, 28; Juniors, 13, and Seniors, 12, making a total of 119. The following is the enrolment for the present term: Freshmen, 82; Sophomores, 26; Juniors, 17; Seniors 19, making a total of 155. Fifty-six graduates of the Junior College, or of the Normal Department, wer registerd in the Senior College during the first Summer 'Term last summer, and several others did work during the second Summer 'Term. Most of those in attendance during the summer terms ar planning to finish part or all of the Senior College work in summers, and provision will be made for this by teaching more advance courses during the summer terms. This enrolment of fifty-six students consisted of thirty-two women and twenty-four men. It included students who graduated from the Normal School back as far as 1905, the representatives of the different classes being as follows: '05 1, '07 2, '08 1, '09 2, '10 3, '11 5, '12 7, '13 14, '14 18, and '15 3. The relatively large numbers from the classes of '13 and '14 indicate some growth of the college idea among the students since our efforts at reorganization. Most of the members of the class of '15 wer in the summer term finishing their Normal School or Junior College work.

Two departments of the college, namely, those of Agriculture and Biology, hav been materially strengthend this year by the addition of a new faculty member to each. Mr. Winfield Scott, who receivd our B. E. degree in 1912 and finisht the work for the B. S. degree at

the University of Illinois last summer, is now a member of the faculty of the Agriculture Department. This addition enables the department to offer a full four-course college course. Mr. William Hein, A. B. from the University of Wisconsin, and A. M. from the University of Nebraska, and one additional year of graduate work at Wisconsin, is now a member of the faculty in Biology. With this addition to the teaching force, six full terms of advance work have been added to the list of courses in biology. This makes the department a full college department, able to prepare adequately teachers of the subjects for the best high schools, and students for graduate work in the universities. It is the hope of the writer that some of the advance courses of this department may be taught during the next summer term.

During the year our college has received official recognition by being placed on the list of the North Central Association of Colleges and Secondary Schools as a fully recognized college. This will enable our graduates to secure positions in the high schools which are members of this association without question as to their qualifications.

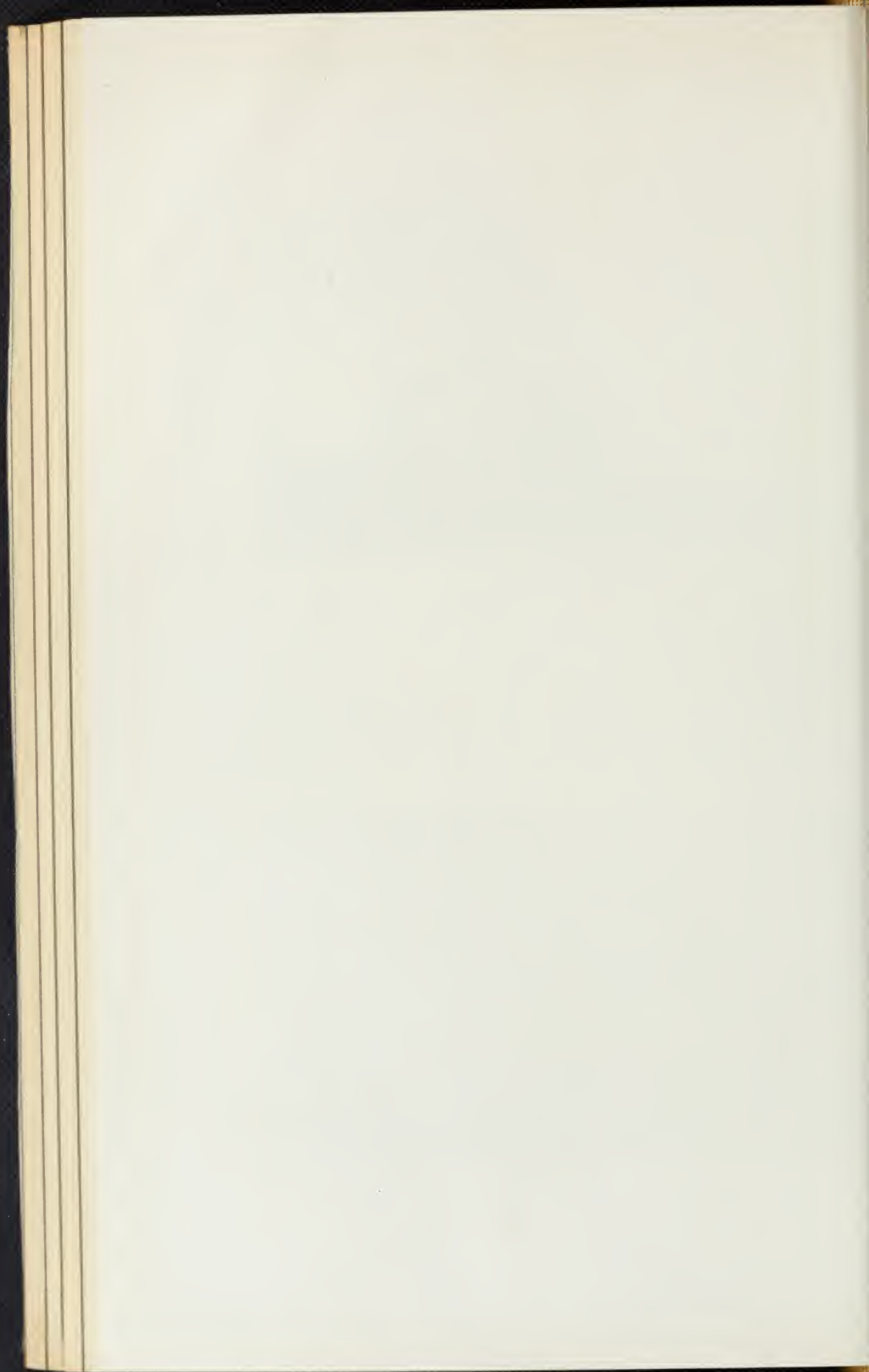
Our entrance requirements and requirements for graduation are now fully up to those of a standard college, and we believe that our faculty and equipment are amply adequate for the preparation of students in several different lines for work in the graduate schools of the universities. Consequently, it seems to be only a matter of time when the University of Illinois must recognize our degree and admit our graduates to her graduate school without quibble or question about credits. In fact, she has already done so in at least one individual case when the student in question had a clear case of fifteen units of entrance credits besides his four years of work here. While we are waiting for this official recognition of the U. of I. students who have their college entrance credits in good shape, and have our degree need have little worry about making individual arrangements for entering the graduate schools of any of the large universities. According to a rule that maintains among larger universities, when the state university gives full recognition to our degree all others will do so, and our graduates may enter any graduate school without the necessity of counting credits. The University of Chicago admits our graduates to her graduate school, but, according to the rule referred to above, still insists on counting credits, and usually counts them in such a way as to leave the student conditioned in certain subjects. This, however, is largely due to deficiencies in college entrance credits. Most students who graduated from the Normal School before our present plan of counting entrance credits was adopted do not have a record of fifteen units of entrance



THE FARM HOUSE



HIGH SCHOOL CLASS IN CEMENT CONSTRUCTION



credit besides the two years of Normal School work. These deficiencies must be made up by those who plan to go to higher institutions and they can be made up best at Normal. I should advise all such to look over our Preparatory program (Program P. in the catalog) and select courses they have not taken here or in high school, but which can be worked up in connection with teaching and past by examination. We should be glad to have, as soon as possible, letters from any readers of the Quarterly who may be interested in having advance courses taught during the summer terms of 1916.

SENIOR COLLEGE ORGANIZATION

Early in the present term an organization was formed by the members of the Senior College now in school. The following officers were elected: President, Miss Jane Blackburn, '08; vice-president, E. G. Stevens, '12; secretary-treasurer, E. W. Boyer, '13; Sergeant-at-Arms, J. Aaron Smith, '11. On October 7 Mr. Felmley and Mr. Pricer were asked to address a meeting of the organization with the purpose of offering suggestions for the formation of a constitution. It is hoped and believed that the organization will be of material aid in furthering the interests of the college.

The following is a list of the Senior College students now in school. Those for whom no class date is given are college graduates doing the year of special professional work required for our degree.

Senior College Seniors

Anderson, Lillian.....	1906
Blackburn, Eunice R.....	1908
Blackburn, Jane A.....	1908
Bush, Catherine J.....	1913
Coen, Constance	
Dean, Ella Rose.....	1914
Senton, Alberta	
Wullenwaber, Maude.....	
Stracke, Irma (Junior).....	
Farrell, Arthur	1914
Lighbody, Ernest.....	1914
Livingston, Samuel	1914
Lancaster, Thomas	1914
Ritz, David O.....	1915
Smith, John Aaron.....	1911
Smith, Willard Carl.....	1914
Wilson, Thomas J	1915
Geneva, William B.....	

Senior College Juniors

Baine, Mary	1910
Boling, Carrie.....	1907 and 1912
Carson, Louise.....	1915
Dunbar, Cora Ann.....	1913
Griggs, Edith.....	1913
Heller, Lottie.....	1909
Kershner, Grade.....	1909
Schureman, Mabel	
Smith, Sylvia E.....	1907
Solmon, Mrs. Cora M. (Harned).	
Grad.	
Stevenson, Marietta	1915
Tortat, Eulalia	1913
Bowyer, Earl W.....	1913
Briggs, Charles H.....	1912
Schofield, Roy	1915
Stevens, Earl G.....	1912

NORMAL SCHOOL EXTENSION

In the early days of the University of Chicago the extension of university instruction to adult classes in neighboring cities was a favorite policy of President Harper. Professors Moulton, Sparks, Zeublin, Bemis, Vincent, and others devoted their chief energies to this work, and there was hardly a city of consequence within two hundred miles of Chicago without its course of extension lectures. No feature of President Harper's administration was more popular, none so well calculated to make University of Chicago a household word in thousands of homes where the things of the mind are esteemed.

In recent years this activity of the university has been restricted; but the field for it, especially among active teachers, is as large as ever. Four years ago the Western Illinois State Normal School organized study centers at Quincy and other points with success so pronounced as to justify the employment of two special teachers. In other states, notably in Ohio, Iowa and Kansas, where recent legislation requires professional study of teachers, the normal schools are meeting the demand by normal-school extension.

In 1914 Professor Schroeder, of the State Normal University, conducted classes in Principles and Methods of Teaching at Clinton, Pontiac, Dwight and Joliet, meeting each class thirty times. Ninety-two teachers were enrolled.

In July, 1915, Mr. Austin E. Wilber, of Whitewater, Wisconsin, was appointed Director of Normal Extension. Beginning September 20 he established twelve study centers which he visits on alternate weeks for a two-hour session. One hour is devoted to a lecture, assignment of work for two weeks, the other hour to the discussion of the previous assignment. Frequent written exercises will be had.

The enrollment at the various centers is as follows:

Joliet—Sociology	13	Peoria—Geography	79
Principles of Education..	11	Decatur—Geography.....	38
History of Education.....	21	Springfield—Geography.....	17
LaSalle—Sociology	17	Sociology	13
Streator—Sociology	30	Pontiac—History.....	28
El Paso—Sociology.....	12	Clinton—History.....	22
Danville—Sociology.....	35	Carlinville—Sociology.....	16
Principles of Education...	15	Virgen—Sociology.....	23
Pekin—Principles of Education...	19	Mason City—Sociology.....	15
Lincoln—Sociology	27	Petersburg—Sociology.....	12

The requirements are everywhere the same. Four hours per week must be spent in home study. At least one book besides the regular text must be read thoroughly. Usually the public library supplies a variety

of books for reference. All students who complete satisfactorily the thirty weeks' work and pass the final examination are granted one major credit on the normal-school course. The only expense to the students is a registration fee of two dollars and the cost of textbooks.

The classes in history are taught by Mr. Beyer, in Geography by Mr. Ridgley, Mr. Sanford, and Miss Stark, in History of Education by Mr. Schroeder, in Sociology and the Principles of Education by Mr. Wilber.

THE UNIVERSITY FARM

A few years ago when President Felmley proposed the improvement of the University Farm to the point where it would become a model farm to be used as a part of the educational machinery of the institution, and not a haven for weeds and nurseries, some of the alumni saw the first breaks in the shell of what they termed the hatching of a "baby elephant." Now that the "baby elephant" is nearing its second birthday anniversary the alumni will probably be interested to know something of the supply of peanuts necessary for its maintenance. It is enough said when we say that to date the "baby" has been able to produce its own peanuts and to lay up some to be used in the years of famine that many predict.

In September, 1914, twenty cows were purchased and the University Farm began the sale of milk in Normal and Bloomington. In the year following nearly \$6,000 worth of milk was sold. The demand for milk was greater than the supply. The legislature appropriated funds for building a new horse barn. This made room in the barn, heretofore used for both cattle and horses, for ten more cows. Nine cows were purchased in September, 1915, from the profits of the original herd. A number of fine heifers raised on the University Farm will soon be ready to take a place in the herd.

The stock of pigs has increased from two purchased in March, 1914, to sixty in 1915. These are all pure bred Duroc-Jerseys and many are being sold to breeders of the state.

The poultry has increased in numbers from forty to more than 400. They are being gotten in shape for winter egg production when eggs are worth money. Profits for the coming year should be much higher than for the past year because of the lower price of feeds. We look for a nice profit from the boys' cattle and poultry.

The corn, wheat and oats yielded well but were much damaged by

rain at harvesting time. All the grains are in good shape to feed but not as marketable as is harvested most seasons.

The University Farm is constantly being used as a demonstration farm. Not a day passes that one or more classes are not found there studying some project of farm life.

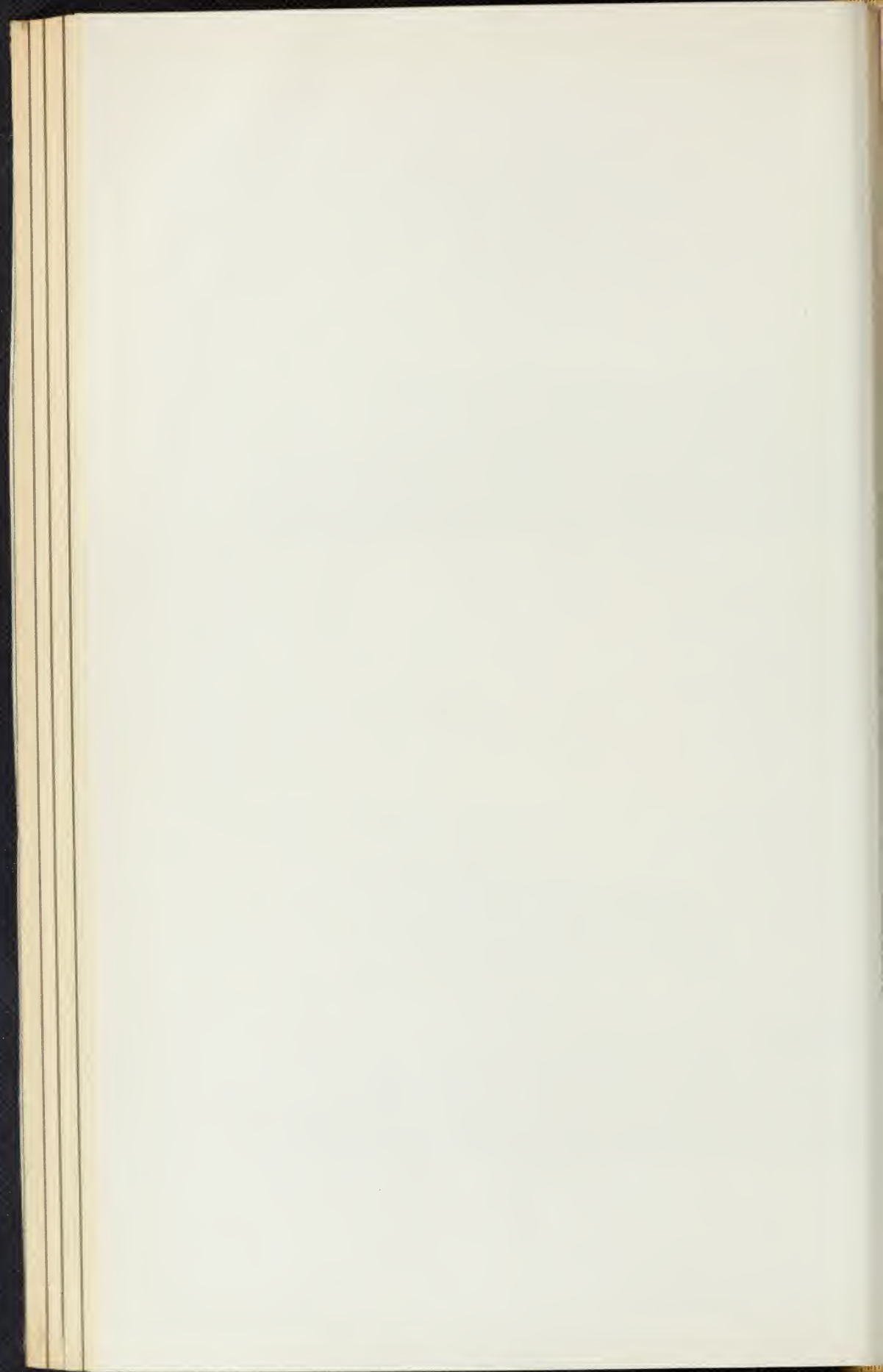
The work on the farm is done by three men employed regularly by the month, and by six students who work part time and board and room at the farm. All these students are taking the regular agricultural course and in this way get a practical experience with the work on a dairy farm, and they are also able to earn, in this way, a part of their way through school.



THE CATTLE BARN



THE HORSE BARN



UNIVERSITY FOR THE QUARTER

We are taking the liberty of copying an article which appeared recently in the Daily Pantagraph in honor of

Our Mr. Capen Honored Hon. Charles L. Capen, of the class of

1865, and for the past several years President of the Board of Education. We wish to add just one thought that occurs to us. Many alumni will remember a statement often made while they were students, namely: That the State of Illinois could well have afforded to pay Thomas Metcalf a salary without asking him to teach any classes, if he would only have gone in and out among the students, and influenced them as he might by his beautiful personality. It seems to us that Mr. Capen must be a worthy successor to Thomas Metcalf in serving as an ideal and an inspiration to both students and members of the faculty. He represents ideally a type of culture and character that is extremely rare in this generation.

"Among the many public-spirited citizens who have worked unselfishly and untiringly for the betterment of this community, none takes higher rank than Hon. Charles L. Capen. Mr. Capen belongs to that somewhat unusual type of men who are inclined to belittle their own accomplishments. Naturally modest and unassuming he is a prodigal in giving credit to others without taking any unto himself. The Pantagraph takes real satisfaction in furnishing the public a brief account of this splendid citizen and excellent gentleman.

"Bloomington and Normal have long been noted as centers of education. Much of the credit for the present high standing of the State Nor-

mal University and the Illinois Wesleyan Law School are due to the efforts of Mr. Capen. For more than twenty-three years he has served continuously as a member of the board of trustees of the State Normal School, and for the past three years has been chairman of that board. Mr. Capen's service at Normal almost equals that of President Felmley in point of time, the present executive having seniority by about two years. Mr. Capen has always felt a deep interest in the Normal school from the time he graduated from the high school department in 1865. He prepared for Harvard there and graduated from that university in 1869.

"After finishing his course at Harvard, Mr. Capen read law in the office of Hughes & McCart and was admitted to the Illinois bar in 1871. He has practiced his profession continuously in Bloomington since that time. He has been a member of the Wesleyan law faculty for fourteen years, and on the death of Judge Reeves several years ago succeeded him as dean. In 1903-4 Mr. Capen was elected and served as president of the Illinois State Bar Association.

"Always interested in public questions, Mr. Capen has long been a sturdy advocate of civil service reform. He served for five years as president of the State Civil Service Reform Association, and at present is active in the affairs of that organization.

"Before the library was taken over by the City of Bloomington, Mr. Capen served for several terms as president of the Bloomington Library Association. He is a charter member, and takes a deep interest in the activities of the leading literary organ-

ization of the city—The College Alumni Club. He is also a member of Bloomington lodge, No. 43, A. F. & A. M., and is a regular attendant at the Second Presbyterian church.

"Mr. Capen's career is a direct refutation of the stock argument advanced by selfish politicians that in order to secure capable men for the public service high salaries must be paid. He has devoted much of his time and attention to the public welfare, and has received practically nothing in a financial way in return—in fact, most of the responsible places he has filled have meant money out of his own pocket. There are few men with his high and disinterested sense of civic duty in any community, and Bloomington may well be proud of Charles L. Capen, one of its first citizens."

The annual contest between the Wrightonian and Philadelphian societies will occur on Friday evening, December 17. The

Annual Contest

question for the debate is the same as that chosen for the annual inter-Normal debate with the normal schools at Terre Haute, Ind., and at Oshkosh, Wis. It is stated as follows: "Resolved, That the Principle of Socialism is Superior to the Principle of Free Competition." The Wrightonians have the negative side of the question.

The Wrightonian debaters are Miss Alice Gasaway and Mr. Robert Ernest. Miss Gasaway won the reading for the Wrights last year and was also considered the best debater in the team that defeated the team from Terre Haute last spring. Mr. Ernest was a member of the team that lost to the team at Oshkosh last spring. Both have had considerable platform experience besides these events.

The Philadelphian debaters are Mr. Thomas Lancaster and Mr. John Car-

ington. Mr. Lancaster is a former president of the society and served on one of the inter-state debating teams two years ago. He is also a senior in the Senior College majoring in social science. Mr. Carrington is an exceptionally strong student and has been a prominent debater in the society. This event should be a battle royal.

The Wrightonian orator is Mr. John Graham, a senior in the Normal department. He is an excellent student, has a good voice and pleasing stage appearance, and has had considerable experience in his line of work. Mr. William B. Geneva is the Philadelphian orator. He is a graduate of the Wesleyan University and will complete this year, the junior year at the Law School of that institution. He is taking some courses in social science at Normal as a part of his law course and happened to be drawn a Philadelphian. He has represented the Wesleyan in debate twice and competed in the State Peace Oratorical Contest last year.

Mr. L. W. Hacker will write the essay for Wrightonia. Mr. Hacker has been prominent in the Country School Department and is regarded as a superior student. He stands more than six feet high and has a personality that is as striking as is his size. Miss Ada Swaim, last year's Queen of May, also tall and graceful, is his opponent. Both have splendid delivery and should write excellent essays.

Miss Della May Brokaw, winner of last year's Edwards Medal Contest, and of the contest with the Maccomb School, is the reader for Wrightonia. No Wrightonia believes it possible to defeat her. Miss Bertha Hueni will attempt this task for the Philadelphians.

Mr. Elmo Dillon, popular pianist and all-round musician for the U. High, will play the piano for Wrightonia, and Miss Eulalia Tortat for

several years accompanist for the Choral Club, will do the same for Philadelphia.

The vocalists are Miss Dorothy Parsons for Wrigtonia and Miss Pansy Legg for Philadelphia.

We are tempted to affect "Ring Lardner" and, being a Wrigtonian, predict a victory for Wrigtonia and give the score, but not wishing to discourage any of these young people before it becomes necessary we will content ourselves with printing the official score in the next number of the Quarterly.

The football season of 1915 is about two-thirds gone, and it may be said that all signs point to the most successful season since the reinstatement of football. Two games have been won and three lost; but at present the team is going well, and chances are even for the remaining games—Eastern Normal at Charleston November 13, and Wesleyan on Thanksgiving Day.

More men have been playing football this fall than ever before. Fifty-three men responded for the first call, about half of whom were without experience. In the other half were five N men of 1914, viz.: Vanneman, Burtis, Grubb, Cox, and Courtright; Farrel of the 1913 team, and Bowyer of the 1912 team. Besides these N men, several second team men of 1914 were in the squad: Huffington, Yeck, and White. With the rest of the squad made of players of unknown caliber, the task of picking the best has been a hard one.

From a financial standpoint, we are better off than ever before. The new system of student fees for student enterprises, and the bleachers on the football field have greatly increased the attendance at the games. The at-

tendance on November 6, when the attraction was Normal vs. Lincoln and University High vs. Peoria Manual Training, was estimated one thousand. No improvement has been appreciated more than having the bleachers that are now used on the athletic field and in the out-door theater.

The first game of the season was scheduled for October 2 with the Western Normal, but for reasons known only to the Western Normal Athletic Director, this game was called off a few days before the date set. This left the Millikin game the first to be played.

On October 9, Normal met Millikin on the Millikin Field. The team seemed to be struck by stage fright, and before ten minutes of play had past had allowed Millikin to work the ball by straight football into the scoring zone, and to score a touchdown by a simple forward pass. That, however, was all Millikin could get, the Normal boys keeping the play in Millikin territory almost all the remaining time, but lacking the "punch" to score.

The second game was played with Illinois College October 16. Illinois has the strongest team in the Illinois Association and has practically won the state championship. On October 16, the Normal team was the weakest it has been this season. Randall, the quarterback, was injured two days before the game and was unable to play. Grubb and Perry had been injured in the Millikin game and were forced out of the Illinois conflict in the early part. Captain Vanneman and Sub-Quarterback White were also forced out because of injuries. The remaining men put up a game fight but were unable to score, although they succeeded in stopping the Illinois onslaughts so that no score was made in the second half.

Blackburn College was an easy vic-

tim on October 23. The Normal team was made up largely of second team men, but succeeded in running up a 33 to 0 score.

October 30 Bradley was met at Peoria. The Normal team playd better football than Bradley, but a lack of sufficient protection for a forward pass caud the ball to be knockt out of Quarterback Randall's hand as he was about to pass it. The Bradley captain pickt up the ball as it came up in an accommodating bound and, with no one between him and the goal, made an easy touchdown.

Our old time conquerers from Lincoln came to Normal November 6. They went home with a lucky seven points to Normal's twenty-eight. Holmes, the elongated fullback of the Lincoln team, in the last minute of play, returnd, by a punt, a Normal kick-off. Quarterback Randall was playing back for a punt but misjudged the kicking ability of Holmes. The ball went over Randall's hed and a Lincoln end grabd the ball for an easy touchdown. Holmes is the best punter seen on the Normal field in years. One of his punts against Normal was good for seventy yards.

Altho the team has been depleted in mid-season by the loss of Captain Vanneman because of injury, and Halfbacks Cox and Courtright because of parental objection, there ar good men to take the places, and Normal wil make a good finish.

Schedule and Results

October 2, Macomb Normal—Canceld by Macomb.

October 9, Normal 0; Millikin 7.

October 16, Normal 0; Illinois 27.

October 23, Normal 33; Blackburn 0.

October 30, Normal 0; Bradley Polytechnic 7.

November 6, Normal 28; Lincoln 7.

November 12, Normal 0; Charleston 0.

November 25, Normal 0; Wesleyan 23.

Since the above was written, the football schedule has been completed.

More Football

The Charleston game was wel playd on both sides and resulted in a scoreless tie. An unfortunate accident in this game resulted in the deth of the Charleston fullback, Mr. Root. His deth resulted from a bursted blood vessel in the brain. A letter from Dr. Lord, president of the Charleston Normal, stated that the game was a clean one and that no blame attacht to any of Normal's players for the accident. It seems that no Normal player was near the unfortunate player when the accident occurd.

The Normal-Wesleyan game was playd on Wilder Field in Bloomington on Thanksgiving day and resulted in a score of 23 to 0 in favor of Wesleyan. Normal's team has been so broken up by injuries and withdrawals on account of parental objections that it was considerably disorganized and seemed to be weak in the matter of defense. Two of the Wesleyan touchdowns wer made on rather "fluky" plays and the score hardly represents the relativ merits of the two teams. Normal seemd to excel on "straight football" and twice marcht nearly across the field by that method of play. On one of these occasions they had the ball on Wesleyan's one yard line with one more down to go when the whistle blew for the end of the first half. One feature of the game was the entire absence of yell leaders and concerted yells. A record-breaking crowd was in attendance, it bring estimated that 2500 persons wer present.

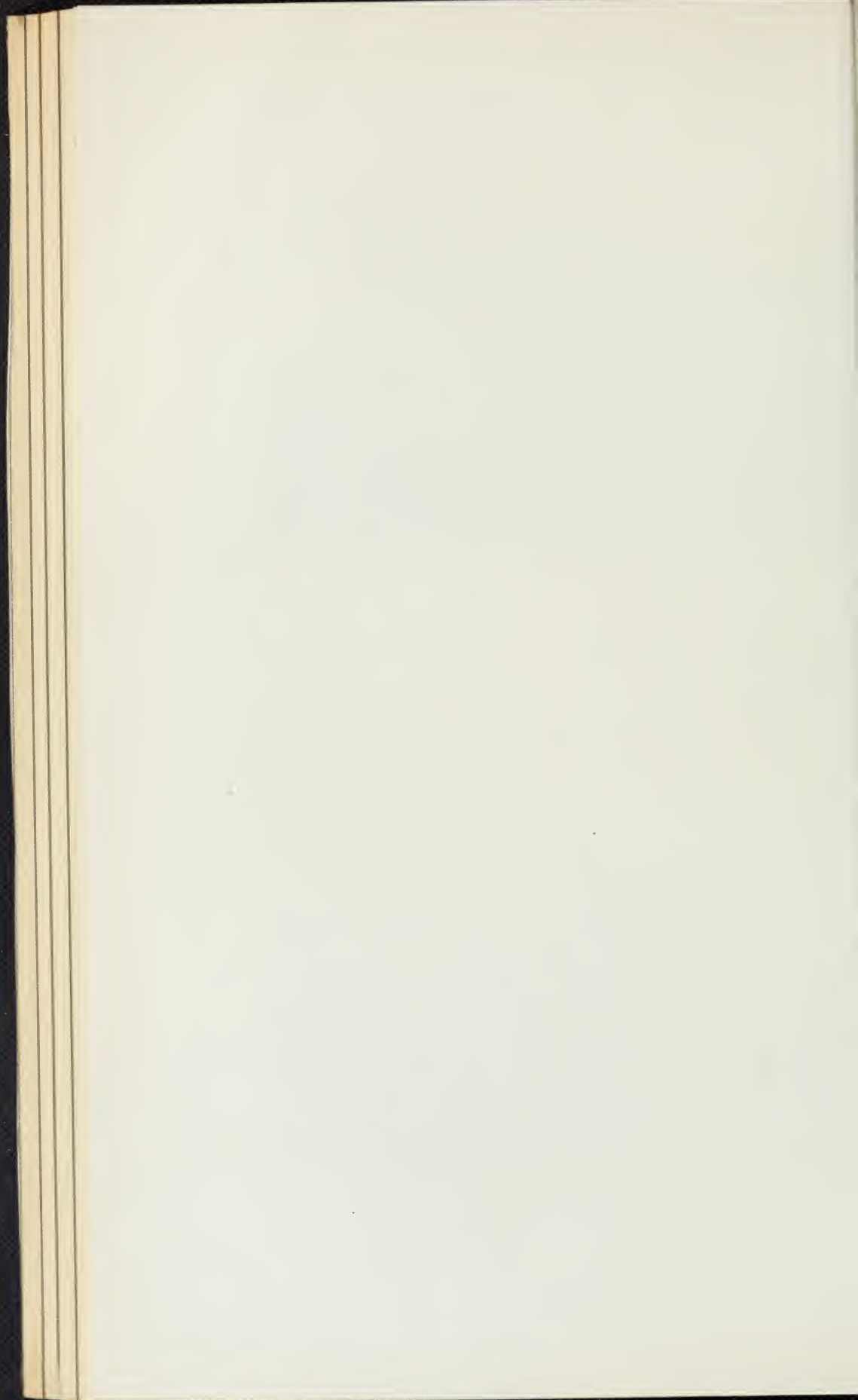


THE HED OF THE HOLSTEIN HERD



THE FARM HORSES

All full-blood Percherons, two of them imported



It will be a matter of much interest and no little pride for I. S. N. U. people to learn that the I. S. N. U. Girls university chapter at Lake Geneva of the Young Women's Christian Association was signally honored this summer at the annual conference of the association from all over the middle west at the session in Lake Geneva, Wis. Delegates from local associations from cities and colleges and universities assemble there.

As a closing number for the summer's work a pageant was put on as an entertainment for the numerous delegates, in which about thirty young women took part. The pageant was a representation of Lake Geneva itself, and the various people represented the wind, trees and sunset and the unusually well arranged spectacle was played before the queen who represented the "spirit" of the Young Women's Christian Association. Only three colleges and universities were represented by the young women who took part in the pageant. They were Wisconsin University, Northwestern, and Illinois State Normal University. Three young ladies, the Misses Marian Johnson, Hazel Seitz and Verna Meuller were Normal's representatives in the pageant.

During the summer President Felmley purchased for the school a moving picture machine. It is the plan to rent films from the Atlas Educational Film Company and to give free entertainments to the students and townspeople. Different members of the faculty are supposed to supply the necessary lecture or interpretation of the films. The first entertainment was given during the latter part of October. Ten such entertainments will be given during the winter.

The difficulties of English spelling spell terror to many Normal students.

It is estimated that not more than half of the present student body have succeeded in spelling the required ninety words out of a hundred. Mr. Cavins obligingly offers these examinations at frequent intervals to large gatherings of students, and yet, after each examination it takes very short time to read at General Exercises the names of those who pass. Mr. Cavins has been giving during recent years a sort of "absent treatment" for the malady, by organizing what he calls home study classes in spelling, and besides this, he and Mr. Russell have been teaching regular daily classes in the subject. Notwithstanding all this, almost every graduating class has contained a few members who have not been able to make a passing grade in the subject, and on this account a few unsigned diplomas are still moldering in the archives of the institution. With the purpose of stimulating students to be more diligent in their efforts to master this subject, the faculty recently adopted the following rules concerning it:

1. Until he has carried spelling no student shall be recommended for graduation.

2. No student shall be considered to have completed the Junior year or recommended for a teacher's certificate until he has carried spelling.

3. Very poor spellers shall be required to take spelling in classes regularly provided, and the class work shall be made of sufficient difficulty and extent to make the study a minor study. Students shall be rated as poor spellers if reported as such by any member of the faculty, including the teacher of spelling.

A student who has been enrolled for one regular term and has not taken

the examination in spelling shall be rated a very poor speller.

Members of the senior class of Normal University, got the best of the juniors this year when they had **Seniors** a wiener roast at **Wiener Roast** Orendorff Springs.

They left Bloomington on the 6:50 Interurban car, one car being completely filled with the energetic young people who some day aspire to be teachers of the young idea.

After unloading at Orendorff Springs a fire was made and a large number of wieners were roasted. A snake dance was then held and the crowd boarded a car for Bloomington, arriving there about 10 o'clock.

The juniors were not aware of the seniors' intentions until a comparatively late hour. They started for the Springs at about the time the seniors started for home, some of them attempting to walk the distance. The seniors, hugging themselves with enthusiasm over their successful ruse in outwitting their lower class rivals for honors, watched the junior antics with silence, but are determined to have a readable story in the 1916 Index.

The Quarterly is in receipt of a copy of The Orphanage Messenger, edited by R. R.

The Orphanage Messenger Reeder at the New York Orphanage at Hasting on the Hudson. It is a neat twelve-page sheet filled with news concerning the alumni of the orphanage and a "family letter exchange." Extracts from eighty-five letters are given. Nearly every letter tells most frankly of the occupation, welfare and aspirations of the writer. It would be an inspiration if the alumni of this school would but reveal such facts concerning themselves when writing the Quarterly.

The Science Club is still one of the very much alive organizations of the school. Under the presidency of Miss Mabel C. Stark, of the faculty, it is starting out this year with greater enthusiasm than ever. The following is the program for the year:

September 31—"Field Trip Through the Southern Appalachians," Mendel Branom, resume by Miss Jane Blackburn. "Meats, Cuts, Composition, Costs," Miss Parsons.

October 19—"Role of the Natural Sciences in Education," Ernest Lightbody. "Science and Adolescence," Prof. R. W. Pringle.

November 16—"Methods of Producing Gasoline," Harold Tice. "The Results of Eight Years Under the Pure Food Law," Prof. T. M. Barger.

December 14—"Use of Electricity in the Household," Miss Nellie Reitz. "Demonstration of Electrical Appliances in the Household," Miss Marietta Stevenson.

January 25—"Foot and Mouth Disease," Mr. Robert Smith. "American Chemical Industry," Prof. H. W. Adams.

February 22—"How the Poles Were Discovered," Miss Eunice Blackburn. "Present Status of Commercial Fertilizer," Prof. Winfield Scott.

March 28—"Applications of Bacteriology in Modern Life," Earl Stevens. "The Driftless Area," Prof. C. M. Sanford.

April 25—"The Relation of Nature Study and Elementary Science to Agriculture in the High School," Miss Sylvia Smith. "Venezuelan Life," illustrated, Mr. Hein.

May 23—"General Science—Why and What?" Discussion led by Prof. Barber, followed by Profs. Adams, Pricer, Ridgley and Turner. General discussion.

At a recent meeting of the Senior class, Mr. W. Carl Smith, familiar to recent alumni as the man who plays the pipe organ and makes snappy announcements concerning Cicero and other enterprizes, was elected editor-in-chief of the 1916 Index. Mr. J. Aaron Smith, late of the Philippine Islands, was elected business manager. Both young men are Seniors in the Senior College and even though they have little distinction in their names, they have a splendid opportunity to distinguish themselves by getting out a really good Index and making it a financial success.

Along with the largest attendance in the history of the school, we have very much the largest graduating class. At present 176 people are listed as due to receive diplomas at the next commencement. Nineteen of these will finish the work of the Senior College and receive the degree. The class of 1914, which contained 130 members, ten of whom received the degree, was the largest class up to the present one.

The present class is entirely too large to be seated on the platform at commencement time, and a movement is now under way to provide two graduating exercises. A special faculty meeting will be held on November 30 for the purpose of discussing this question. It seems probable that a recommendation will be made to the Board of Education which meets in December, to the effect that two commencements be held this year. One of these will be held at the usual time in June and diplomas will be issued to all members of the Senior class who have

completed all their work at that time. The other will be held at the end of the first summer term, at which time diplomas will be issued to all members of the class who have completed their work at that time, or who may complete their work at the end of the second summer term. Up to this time it has been the custom to issue signed diplomas to all members of the class who have completed all their work for graduation at the time of the June commencement, and to issue unsigned diplomas to those who could complete their work during the first summer term. In this latter case, the diplomas were signed when the work was all completed.

Prof. and Mrs. John Losson Pricer, of North School street, were the surprised and delighted host and hostess at a reception given by the members of the university faculty at their home on the evening of September 15th. Prof. and Mrs. Pricer are the newlyweds of the faculty, Mrs. Pricer formerly having been Miss Laura Hayes, of the grammar department until the close of the spring term last year. The guests brought with them an abundance of ice cream and cake and two beautiful rocking chairs as a material expression of their good wishes.

The year of 1917 will be the sixtieth anniversary of the founding of the institution, and some steps are being taken already toward a proper observance of the occasion. The ten years that have elapsed since the celebration of our fiftieth anniversary have been years of remarkable growth in the institution. Three new buildings,

Index

Officers

Given

Surprise

Our Sixtieth Anniversary

besides the farm bildings, hav been erected, a fourth wil be completed by 1917, and a fifth, which some of us hope wil be a science bilding, wil be badly needed, and, we hope, granted by the legislature. During these ten years the institution has been given the power to grant degrees, and has a fair start in the development of its Teachers College department. The departments of Manual Training, Domestic Science, Agriculture, and Commerce hav been organized, and many new courses hav been added to other departments. We wil hav much to celebrate and much new history to write. It wil be a good time to be here. We hope that some of our readers wil decide to be here as members of the Senior College during that year.

Mrs. Thomas Billings died at her home, 702 Broadway, Normal, on September 26, at 11:25 o'clock after an illness extending over seven months. At that time a son was born to her, and tho at times she appeard to be on the road to recovery, complications set in and the end came at the time stated.

Clara Waits was born in Springfield, Mo., on March 7, 1887, and on November 24, 1909, she was married to Thomas Billings, who, with two children, survive her. Both children ar boys. Thomas is three years old, while Charles is seven months old.

The family came to Normal in the month of November, 1914, and since that time Mr. Billings has been engaged by the Normal University as hed gardener. Both Mr. and Mrs. Billings hav made numerous friends since coming to Normal and Mr. Billings, children and other relatifs hav the full sympathy of the community in their hour of bereavement.

The subject of Ex-President Taft's lecture given in the Auditorium on October 30 was:

Taft Lecture and Dinner "The Military and Naval Defences of the United States;

What They Ar and What They Ought to Be." This is a subject that almost evey one is studying and pondering at the present time, and every one of the fifteen hundred persons who heard Mr. Taft seemd to appreciate the opportunity of hearing such an authoritiv discussion of the subject.

Mr. Taft arrived in Normal a couple of hours before the lecture and was entertained by the members of the faculty at an elaborate dinner. The dinner was prepared by Miss Parsons, of the Domestic Science Department, and students in her class in cooking. Evidently they realized the magnitude of their undertaking in preparing a meal for Mr. Taft and rose to the occasion for we hav heard more complimentary remarks concerning this dinner than we hav heard concerning the lecture that followd. Mr. Felmley pronounced it the best meal ever servd in the Manual Arts Bilding.

The annual High School Conference of Illinois was held at the University of Illinois

High School Conference on November 18, 19 and 20. The general program this

year delt largely with the problems of the high school library. It is a source of great gratification to one who looks on the matter from a Normal point of view, to find that each year this conference is attended by a larger and larger number of Normal graduates. This seems to indicate that the Normal University is playing an increasingly large part in the high

school affairs of the state. It is true that many of these people have attended other and higher institutions after graduating at Normal, but we believe that most of them first felt the call of the profession while students at Normal. The following are a few that the writer remembers seeing at this meeting:

Mr. C. Bruce Hitch, teacher of biology in the Eureka Township High School.

Miss Hattie Diemer, principal of the Township High School at Ellis, Illinois.

Miss Lusettie Blevens, teacher in the Heyworth High School.

Edna K. Rentchler, teacher of biology in the Jerseyville Township High School.

Fred Hartin, superintendent at Cissna Park, Ill.

C. D. Jacobs, superintendent at Atlanta, Ill.

C. W. Smith, superintendent at Winchester, Ill.

Thomas Finley, superintendent at Petersburg, Ill.

C. P. Briggs, principal of the Rockford High School.

William Hawkes, superintendent at Litchfield, Ill.

H. D. Waggoner, candidate for the degree of doctor of philosophy at the University of Illinois next June.

Alma Neill, graduate student of physiology at the U. of I.

Paul K. Benjamin, teacher of agriculture and science in the Bushnell High School.

David Lutz, teacher of manual training in the Normal High School.

Owen B. Wright, principal of the High School at Moweaqua, Ill.

Lee Yoder, science teacher at Rantoul, Ill.

W. L. Goble, principal of the High School at Elgin, Ill.

Howard Clinebell, senior in agriculture at the U. of I.

Levett Kimmel, senior in agriculture at the U. of I.

Bernice Peadro, senior in L. & A. at U. of I.

Many others whose names and places of work do not this moment occur to us, were also present.

Mr. Fred H. Rindge, traveling secretary for the industrial department of the Y. M. C. A.,

Social Service recently gave at for Y. M. C. A. General Exercises a very interesting

talk on the line of work that he represents. His department of the organization is endeavoring to interest college students and college bred men in doing some unselfish work among industrial classes and especially among foreigners who know very little of the English language. While here Mr. Rindge took a group of the Y. M. C. A. boys to the C. & A. yards north of town and gave them an object lesson in teaching the English language to a crowd of Italian laborers who were living in a box car.

A party at about twenty Jesters, accompanied by nine pledges, went to the home of Miss

Jester Gladys Funk, south
Initiation of Shirley, recently.

The party went in automobiles and a wiener roast was enjoyed, after which the pledges were put thru rather strenuous paces before they were welcomed into the fold. Following the initiation, refreshments appropriate for the Halloween season were served the guests. The Jesters will give their annual play on the evening of December 4, which is the Saturday evening between the fall and winter terms.

The October number of the Normal School Quarterly is just redy for distribution. This Normal School Quarterly number was prepared by Dr. H. A. Peterson, of the faculty, and is entitled, "Methods of Testing School Children for Defects of Vision and Hearing." It should be an exceedingly valuable number to principals and superintendents of schools. If you ar not alredy on the mailing list, you may hav your name placed there by writing Professor M. J. Holmes, of the faculty.

The next number of the Quarterly is being prepared by Professor E. A. Turner, director of the Training School, and it deals with the modern scientific methods of testing teaching efficiency.

The University band made its initial appearance for the year at General Exercises about the middle of November. It seems to be composed very largely of new members, some of whom had never attempted to play a band instrument before the first week of school. Notwithstanding this, this first appearance was a creditable one, and so we ar assured plenty of music for the outdoor festivities of the spring.

The University orchestra made its first appearance for the year on November 17. It is much larger than ever before and givs every indication of being an organization that we may all be proud of this year. The members of this organization ar largely from the high school and on this account stay with us much longer on the av-

erage than do members of the band who ar mainly from the Normal department.

President Felmley has caused to be issued a student handbook of twenty-four pages. It tells of the details of registration, of the amount of work to be taken, of the location of bildings and the various recitation rooms, of the school day, the various book stores, the different societies, interschool contests, musical organizations, societies and clubs, the point system, rooming houses, and other information that each entering student needs to lern, and upon which old students need to be refresht. The book is not large but it has a lot of material between its covers.

The Vidette, which in some former years has been more or less of a problem, is starting out this year under very much improved conditions.

Under the student fee system, each student in the Normal department and in the High School pays for and is entitled to a copy of the paper, besides this, the members of the faculty, a few of the citizens of Normal, and about seventy-five alumni ar subscribers at a dollar a year. One hundred copies ar sent free to high schools in Central Illinois, and free copies ar sent to members of the Board of Education. In all, thirteen hundred copies ar printed each week, and, so far, they hav been redy for distribution promptly on each Wednesday after General Exercizes. Mr. T. J. Wilson, who is a Senior in the Senior College, and who has had considerable newspaper experience, is

the editor, and Mr. Williams, head of the Commercial Department, is the business manager. Mr. Williams is planning to offer the paper to alumni for the remainder of the year after the first of December for fifty cents. This will offer an opportunity to those who wish to keep posted on matters concerning the annual contest between the literary societies.

Assured of a more definite income by the student fee system, by which each student is compelled to purchase a lecture course ticket, the Lecture Board of the institution has arranged an exceedingly strong program of six numbers for the year. Ex-President William Howard Taft opened the course with a lecture on October 30. This will be followed by the following numbers: Frances Ingram, vocalist; Ex-Senator Lafayette Young, of Iowa, lecturer; Frank Speaight, dramatic reader; The Bostonia Sextette Club, and a number given by Mme. Chilson-Ohrman, soprano, and Mr. Ernest Toy, violinist.

The students and faculty and pupils from the high school and the training school were interested listeners recently to a lecture given by Mr. Eugene Funk, of Funk Brothers Seed Company, of Bloomington on modes of plant breeding in modern times, including a demonstration of interesting results that have been obtained in practical experiments in corn and wheat culture. He also dwelt on corn judging, and reviewed the history of the past regarding the species of maize known to present civilization. Methods of improving seed thru modern methods was described.

One especially interesting item to the listeners was Funk's story of how he hunted for seven years for a certain mother plant of wheat having the greatest stooling properties. Finally he found one seed that stood into a plant with fifty stalks and having forty-four heads. He then picked up from the table in front of him a descendant of the mother plant which had stood from a seed into a plant with seventy-six stalks and eighty-eight heads. This one plant had formed 1,000 kernels of wheat. His talk was illustrated with many specimens of various species of plants of various kinds placed in an attractive manner on the stage of the auditorium.

Miss Frances Foote, for three years our third grade training teacher, who last year served as Dean of Women in the State Normal School at Valley City, North Dakota, finding the climate of North Dakota too rigorous, has resigned and accepted a position as elementary teacher in the Girton school at Winnetka, Ill. Miss Foote will continue to work in the Illinois institutes where she has proved an instructor of rare power.

The last session of the General Assembly provided funds for a text book library and the same will be installed with the beginning of next year. It will be the plan to rent books to students for a certain fee per term and to sell books and other supplies at cost to those who wish to buy. Since the books will be purchased in large quantities and will remain in use for a period of years, it will be possible for the institution to obtain a

slightly larger discount than is ordinarily granted to dealers, and since the books are to be sold at cost, students who wish to purchase books will be able to get them considerably cheaper than at present.

Miss Mabel C. Stark, of the faculty, has been appointed chairman of the State Council of Geography Teachers. **Geography Teachers Council** This is a division of the National Council which was organized in Chicago in December of last year. The object of the organization is to further the interests of the modern conception of geography as a school subject. Miss Stark presented the working plan of the council at the recent meeting of the Illinois High School Conference at Champaign, and at the meeting of the Central Association of Science and Mathematics Teachers at Chicago. She invites correspondence from any geography teachers of the state who are interested in the movement.

For two or three weeks during October Miss Colby, of the faculty, was confined to her home by a severe attack of bronchitis. She is sufficiently recovered now, however, to resume her work.

Miss Colby Was Ill

Miss Clara Dunn, who was appointed teacher of science of discourse and rhetoric at Normal University, has resigned her position and returned to her home in Ann Arbor, Michigan. Miss Dunn was taking the place of Miss Sabine, who was granted leave of absence for the term. Miss Dunn is of a nervous temperament and suffered a breakdown, causing her to resign her position. She has been one of the instructors in the University of Michigan for several years and is a well educated woman. Mrs. J. D. Cunningham, of Bloomington, formerly a member of the local faculty, has been secured to take Miss Dunn's place.

Resigns Position

THE ALUMNI

Chicago Alumni

The committee of the Chicago Club has the next meeting and banquet in mind. Immediately after the June meeting the members who live in Oak Park met at dinner at the home of the president to consider next year's program.

Miss Anna Foreman, '02, the secretary-treasurer of the club, is head assistant in the Mark Sheridan School. For five years she has held this position. She is also a student in University College.

Mary Weber Malone, '93, is teaching in the Wendell Phillips high school.

S. Mabel Weber, '06, sister of the preceding, has recently graduated from the University of Chicago and is now teaching in the city high schools.

Dr. John W. Cook, '65, president of DeKalb Normal, gave the address at the closing exercises of the McCormick School, Chicago. At that time one of the largest classes ever graduated from the school received diplomas. There are now more than 250 graduates, most of whom are enrolled in a strong alumni association whose meetings for social and literary purposes are held once a month in the Assembly Hall of the school. The McCormick school is in a Bohemian settlement and is largely made up of Bohemian children whose parents do not speak and can not understand English. An interpreter is often necessary when parents wish an interview with the teacher. The principal of this school, Wm. H. Chamberlain, '76, is beginning the tenth year of his work as principal, having spent the preceding fifteen years in high

school work at the old South Division, now the Wendell Phillips high school. He writes that he seems to get more busy each year, rejoices in good health, and enjoys to the full his school work.

Miss Mina W. Watson, '88, head assistant of the Monroe school, with a party made up of Chicago teachers, spent a pleasant month at Long Beach, California. The party hired a furnished cottage near the beach at a very reasonable rental and each took her turn as steward and manager in light housekeeping during the month's stay. Each member declares this place ideal for rest and recreation. The sea bathing is fine and is not excelled even by that at Atlantic City. It is strictly a "Home Resort." Everybody goes home and to bed by ten o'clock, and Sunday is held sacred as a day of rest. This party of teachers pronounced Long Beach ahead of Chicago as a health resort.

Principal Chamberlain, of the McCormick school, was at the head of a party of eight who visited Yellowstone Park and the Pan-American Expositions at San Diego and San Francisco. Mrs. Chamberlain and daughter, Minnie, with three friends from Cleveland, Ohio, and two Chicago teachers, made up the party of tourists which left the city July 3 for an itinerary of five weeks. They went via the Chicago & Northwestern Union Pacific in a personally conducted party direct to Yellowstone Park. After a week in the Park the trip was continued to Los Angeles and San Diego, where ten days were spent in visiting various points and places of interest: Pasadena, Long Beach, Santa Monica and Catalina

Island. On the way to San Francisco stops were made at Santa Barbara, Pacific Grove, Del Monte and Big Trees. A week was spent here seeing the wonderful Exposition. Side trips were made to Berkeley and Mt. Tamalpais, and on the home journey stops were made at Colorado Springs and Denver. There was no illness or accident to any of the party, and the whole trip proved most enjoyable.

Dr. Elmer Ellsworth Brown, '81, with his wife, spent his vacation in California, taking part in educational gatherings.

Mrs. Lida Brown McMurry, '74, spent her vacation with her son, Carl F., '03, who is at the head of the Business Department in the high school at San Luis Obispo, California.

In a list of principals of night schools in Chicago for this year are the names: G. Charles Griffiths, '92, for the Lake; Sarah McG. Hennen, '91, for the Scammon, and William E. Hedges, '95, for the Jackson school.

No less than four Normal graduates are teaching in the Nicholas Senn high school on the North Side. This is one of the newest and best equipped high schools in the city. They are: Mrs. Laura Renshaw Frazeur, '90, teacher of Latin; Miss Marian I. Lyons, '98; Josephine Lesem, '98, and Katherine L. Lucey, '00, all teachers of English.

California Alumni

Thanks are due Mrs. John F. Bowles, '81, of Los Angeles, for these notes of Normal people in that city who have made their homes in that far away state:

Adam A. Hummel, '00, who lives in West Hollywood, and who has been in California seven years, is teaching in the Los Angeles Normal School. Last June he finished a course of Osteopathy for Physicians and Surgeons in the Los Angeles College.

Miss Lulu Gogin, '05, another resident, has been a teacher in the schools for four years.

Mrs. H. Stanley Bent—Grace Sitherwood, '99—has lived in Los Angeles since her marriage in 1901. When visiting at her early home in Bloomington, she always takes the trip out to see Normal. She also keeps in touch with Normal doings by taking the Quarterly.

Miss Emily Wing, '77, is living quietly in her own apartment doing church and social work, and is always interested in Normal.

Miss Harriet E. Dunn, '64, is teaching in the Los Angeles Normal School.

Miss Tina Simpkins, a student of I. S. N. U. in the late '70's, with a sister, owns and operates a lemon and orange ranch at San Dimas.

Mrs. Beth Foord Pryor, also a student of that time, has recently completed her unfinished I. S. N. U. course at the Los Angeles Normal and is now teaching in that city. She was left a widow. Her children are grown, and she could not resist the call to take up again her earlier work.

Charles Kettleson, son of Peter, whom the older students will remember as the faithful janitor of the early days, is a landscape gardener at Long Beach. One of his daughters graduated at the Los Angeles Normal last June.

Letter from M. L. Seymour

Los Angeles, Calif.,

August 10, 1915.

Mrs. J. T. Bowles.

Dear Friend:—In answer to your request for a few words from me concerning life since leaving the Illinois Normal University in 1887, I enclose the following:

I was very happy in the Science work of the new State Normal School

at Chico, California, for twelve years, from 1888 to 1901.

In 1902 I began the work of a gardener and orchardist in southern California near Hollywood.

This work has been so attractive and helthful that it is a plesure to say that the years seem like months.

To induce, and care for plant life in a sub-tropical climate is a test of persistence, knowledge, and work.

To produce vegetables and fruit every day in the year means mental growth or failure.

No preparation or assignment of a lesson in class work requires greater care than the bringing to fruiting the product of the soil in this climate.

From the above statements it seems that one having delightful memories of school life may be reasonably happy in close communion with nature.

Sincerely your friend,

M. L. SEYMOUR.

Alumni Notes

Lee H. Yoder, '10 and B. E. '15, recently secured a position as science teacher in the high school at Rantoul, Ill. Mr. Yoder finisht the work for his degree at the end of the winter term last year and taught the remainder of the year at Eugene, Oregon.

Miss Louise Carson, of the class of 1915, after entering the Senior College at the beginning of the term, accepted a position in the Normal Public high school in the Domestic Science department as assistant to Miss Bessie David, of the class of 1912.

Mr. Lee Cook, of the class of 1915, is teacher of manual training in the Lincoln high school under the superintendency of H. A. Perrin, of the class of 1912.

Many alumni wil regret to lern of the deth of Mrs. George Joosten,

mother of Ehme Joosten, of the class of 1915. Mr. Joosten was a prominent member of last year's class and is teaching science and agriculture in the high school at Litchfield, Ill.

Mr. L. Wyn Chamberlain, of the class of 1912, has accepted an excellent position in the schools of Minneapolis in the department of physical training. During the past two years Mr. Chamberlain has been teaching and coaching athletics in the high school at Madison, South Dakota.

Miss Caroline Griggs, of the class of 1915, has accepted a position as teacher of domestic art and physical training in the grade schools of Princeton, Ill.

Mary L. Hahn, of the class of 1915, is hed of the Domestic Science department of the public schools of Clinton, Indiana. She has an assistant in the department and has general supervision of her line of work in both the grade schools and the high school.

Wilber E. Gutteridge, of the class of '11, has given up the profession of teaching and purchast a half interest in an insurance and real estate business in Urbana, Ill. Mr. Gutteridge was principal of schools at Rutland, Ill., for three years after graduation.

Miss Jessie M. Dillon, '98, critic teacher of the fourth grade in the training school, is at present at El Paso, Texas, being cald there on account of the serious illness of her brother, Roy, '95 H. S.

Lida B. Mix, '99, receivd the Ph. B. degree from the University of Chicago last March and spent the rest of the year in the university doing graduate work. She is at present at her home in Oregon, Ill.

James B. Estee, '81, has attained eminence and considerable welth in the insurance business since giving up teaching in 1882. Recently he has

served two terms as mayor of Montpelier, Vermont. He has also been a member of the Educational Commission of his state and of the State Fair Commission.

A recent letter from Dr. Walter F. Pike, '98, of Twin Falls, Idaho, gives a brief account of himself and of the rest of the Pike family, all of whom will be remembered by alumni of the nineties. Dr. Walter spent nine years at Denver, Colorado, but says that he is now located for life at Twin Falls. Curtis Pike, '94, has recently been appointed superintendent of the Govt. Assay office at Boise, Idaho. Effie Pike, '96, is principal of the Central high school at Boise, Idaho, but is on a leave of absence this year. Miss Pike was for a time critic teacher in the training school here before going to Boise. Nelson Pike, '97, is managing a stock farm at Weatherford, Oklahoma. All the family seem to be successful and happy.

Karl C. Zehren, '14, after one year of teaching at White Hall, Ill., has decided to practice agriculture rather than teach it, and he accordingly equipt himself by getting married last summer, and has moved on a farm at his old home town, Flanagan, Illinois.

Mr. G. E. Thayer, '92, recently of Thompson Falls, Mont., where he was owner and editor of the Sanders County Ledger, is now living at Santa Rosa, Fla., where he is managing a fruit farm. In moving from Montana to Florida he, together with his wife, made the whole trip from Portland, Oregon, to New York by sea, being on the second ship which passed thru the Panama canal from the Pacific. Mr. Thayer says that he feels nearer his native state now and that he plans to visit Normal in 1917 if there is a reunion of the class of '92. We can assure him that the reunion

will be arranged and that he will be expected.

Miss Rose Bland, a graduate of the Normal School in 1896, and one time training teacher of the sixth grade, has been spending the past year in the Teachers College, Columbia, and is now principal of the City Training School at Youngstown, Ohio, with a salary of \$1800.

Ida Oberbeck, of the class of 1913, is attending the University of Chicago this year. Her address is Green Hall, University of Chicago, Chicago.

Mary A. Bell, '11, is teaching in Evanston. Her address is 1840 E. Sheridan Road, Evanston, Ill.

Homer C. Couch, '09, who for several years has been teaching manual training in the Rockford schools, has moved to Cedar Rapids, Iowa, where he has charge of the wood work and foundry work in the new vocational high school of that city.

The following is a paragraph from a letter recently received from Charles A. Blue, of the class of 1912, and whose address is: Bacolod, Occ., Negros, P. I.

"I am beginning my fourth year in the Philippines and am still in supervising work as I have been since coming out here. I have charge of the Bacolod District which is composed of four towns, over 4200 pupils and seventy-five teachers. The amount to be done is limited only by one's ability and inclination to work. I find the work pleasant, though, and the time flies. I do not know how long I shall stay out here but possibly for some time yet. I should like to come back to I. S. N. U. for a visit, or even to school, but I am afraid the call of the East has reached me. Please give my best regards to all whom I know back there and see that Wrightonia wins this year. With best regards, I am, Sincerely, Charles A. Blue.

DETHS

Mrs. Melville

Mrs. Lydia M. Melville, wife of Andrew H. Melville, '95, died at their home in Oshkosh, Wisconsin, October 21 of toxin poison following an attack of tonsilitis. Mrs. Melville was prominent in the social welfare work of Oshkosh. She was 38 years of age and was married to Mr. Melville in 1901. After graduating from the I. S. N. U. Mr. Melville was for several years principal of the Training School here and is well remembered by the pupils of the later '90's. He is now District Representative of the Extension Division of the University of Wisconsin and assistant professor in that department, with headquarters at Oshkosh.

Clara Heidrich

Miss Clara Heidrich, of the class of 1912, died at her home in Joliet this summer. She had been teaching in the city of Joliet since her graduation with such unquestioned success that she was about to be promoted to the charge of one of the buildings.

MARRIAGES

Chamberlain-Franks

The marriage of Miss Vida Chamberlain, '11, to Mr. Paul R. Franks, of Garrett, Ind., occurred at the home of the bride's mother, Mrs. E. J. Chamberlain, of 217 Normal avenue, Normal, on August 18, last. The newly married couple left immediately for Lake Wawasee, Ind., for a two weeks' honeymoon. Mr. Franks is a graduate of Northwestern University and is now teacher of mathematics in the Township High School at Pontiac, Ill. Mrs. Franks taught for three years at Sullivan, Ill., and one year at Harvey, Ill. While in school she was a leader in student enterprises, serving as presi-

dent of Wrightonia during her senior year.

Kiser-Beich

Miss Harriet M. Kiser, '15, of Woodstock, and Mr. Otto G. Beich, of Chicago, were married at Chicago on August 17. Their engagement was announced during the Spring Term last year and constituted one of the sensations for the senior class, of which Mrs. Beich was a popular member. Mr. Beich is a prominent young business man of Chicago.

Mathis-Nelson

The marriage of Miss Edith Mathis, '10, and Mr. Ralph Nelson, of Enid, Oklahoma, occurred on August 3. Mrs. Nelson taught in Evanston for three years and last year attended the Phillips University at Enid, Okla. Mr. Nelson finished a theological course in the same institution last June. They will spend the present year attending the Princeville University in New Jersey.

Hiatt-McMillen

Mr. J. Earl Hiatt, '13, was married to Miss Edna McMillen at her home in DeLand, Ill., on July 29. For the past two years Mr. Hiatt has been principal of the High School at Moweaqua, Ill., but the present year he is superintendent of schools at Green Valley, Ill. Mr. Hiatt was very prominent in student activities while in school, being president of the Y. M. C. A. and a prominent Wrightonian.

Ellingson-James

The marriage of Emma Mathilda Ellingson to McNeil Cole James occurred on August 17 at Valley City, North Dakota. Mr. James graduated here in 1903 and has for several years been connected with the Valley City Normal School.

DesVoignes Rosenberry

The marriage of Mrs. Minnie Lucile DesVoignes and Earl Edwin Rosenberry was celebrated August 12 at

Flagstaff, Arizona. The bride's father was Professor Evans, of the Charleston, Illinois, Normal School, and she is a graduate of that school. After the death of Mr. DesVoignes she attended and graduated from Columbia University. Mr. Rosenberry graduated here in the class of '09 and is now in charge of the manual training department of the Flagstaff Normal School.

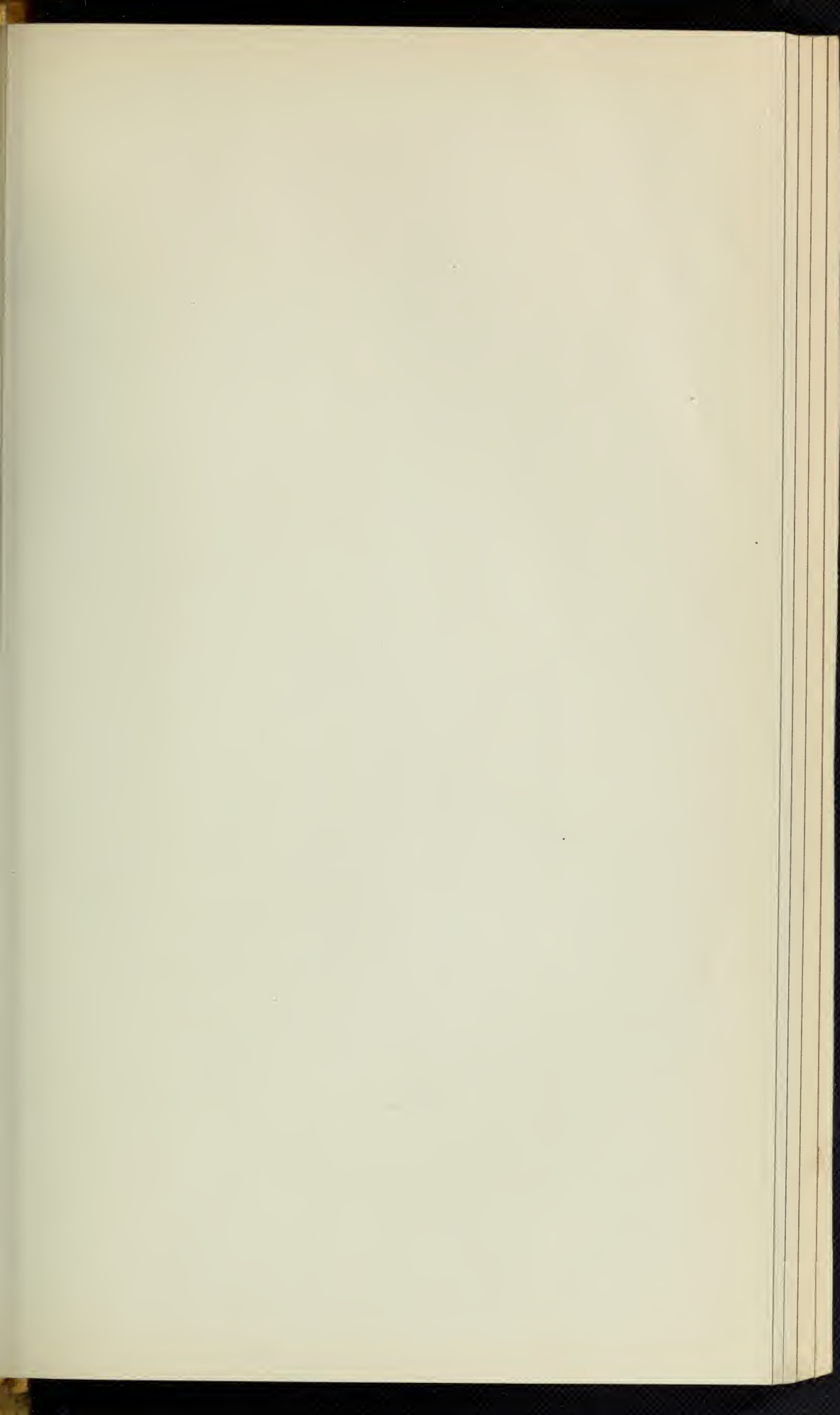
Chase-Colton

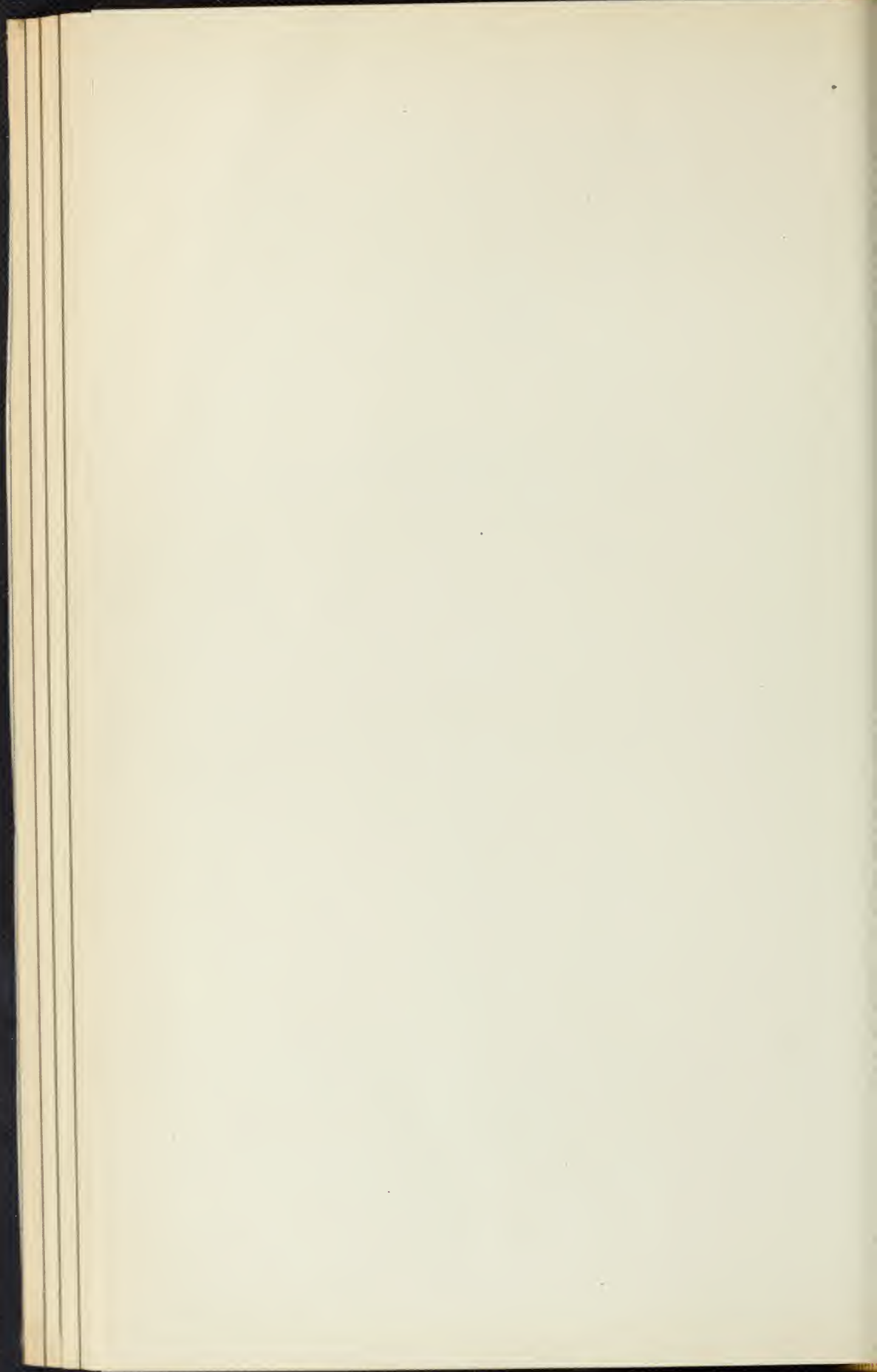
On November 8 at Spring Brook, Wisconsin, Miss Anna Youngs Chase and James L. Colton, '08 H. S., the

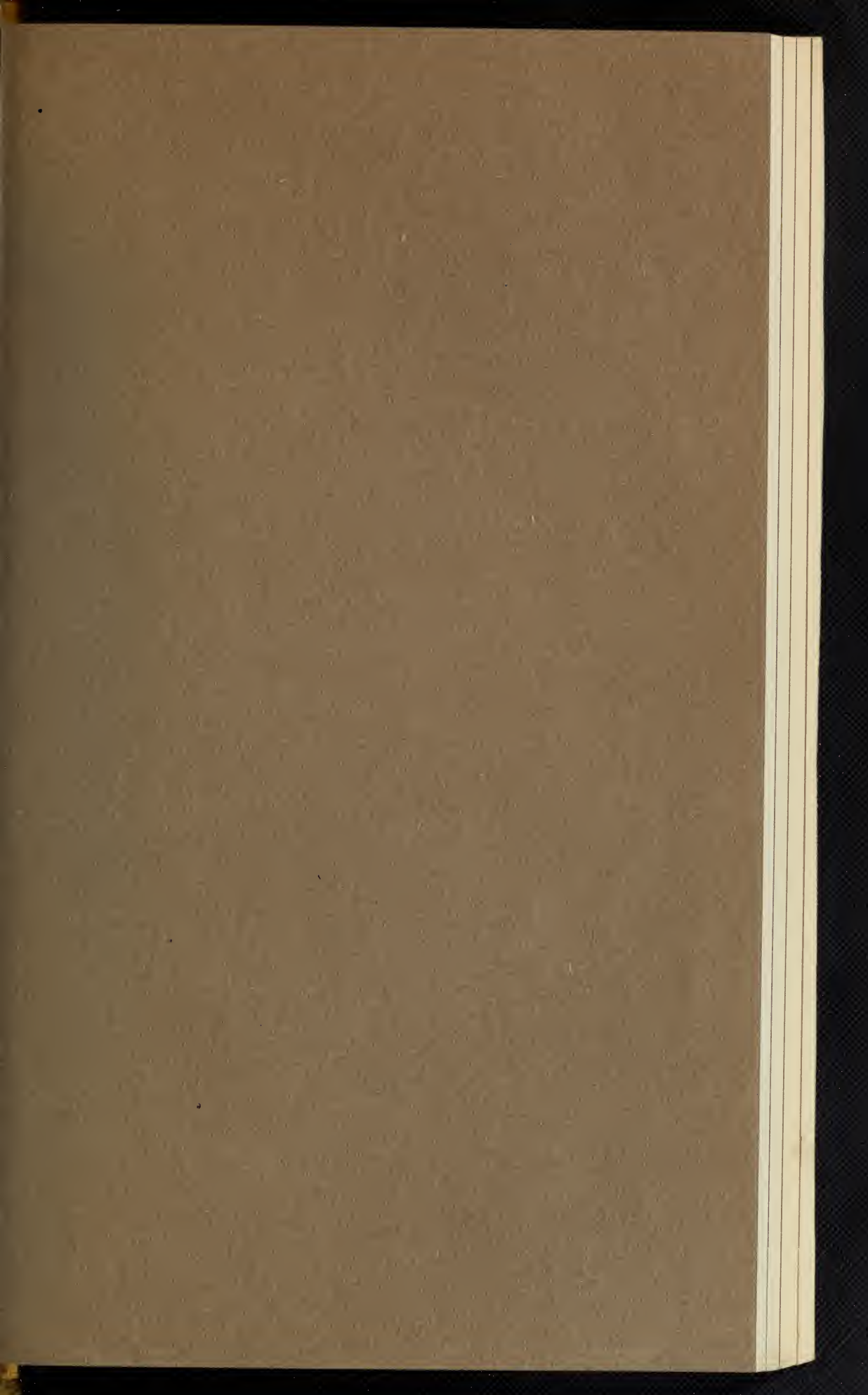
eldest son of the late Professor Buel P. Colton, were married. Mr. Colton is a graduate of Amherst College and is engaged in cranberry culture at Spring Brook, in northwestern Wisconsin.

Knight-Graper

Word was received in Normal during the fall of the marriage of Dr. Lee I. Knight, of 1900, to a Miss Graper, of Chicago. Dr. Knight received the Ph. D. degree from the University of Chicago about a year ago and is now an instructor in the Botany department of that institution.





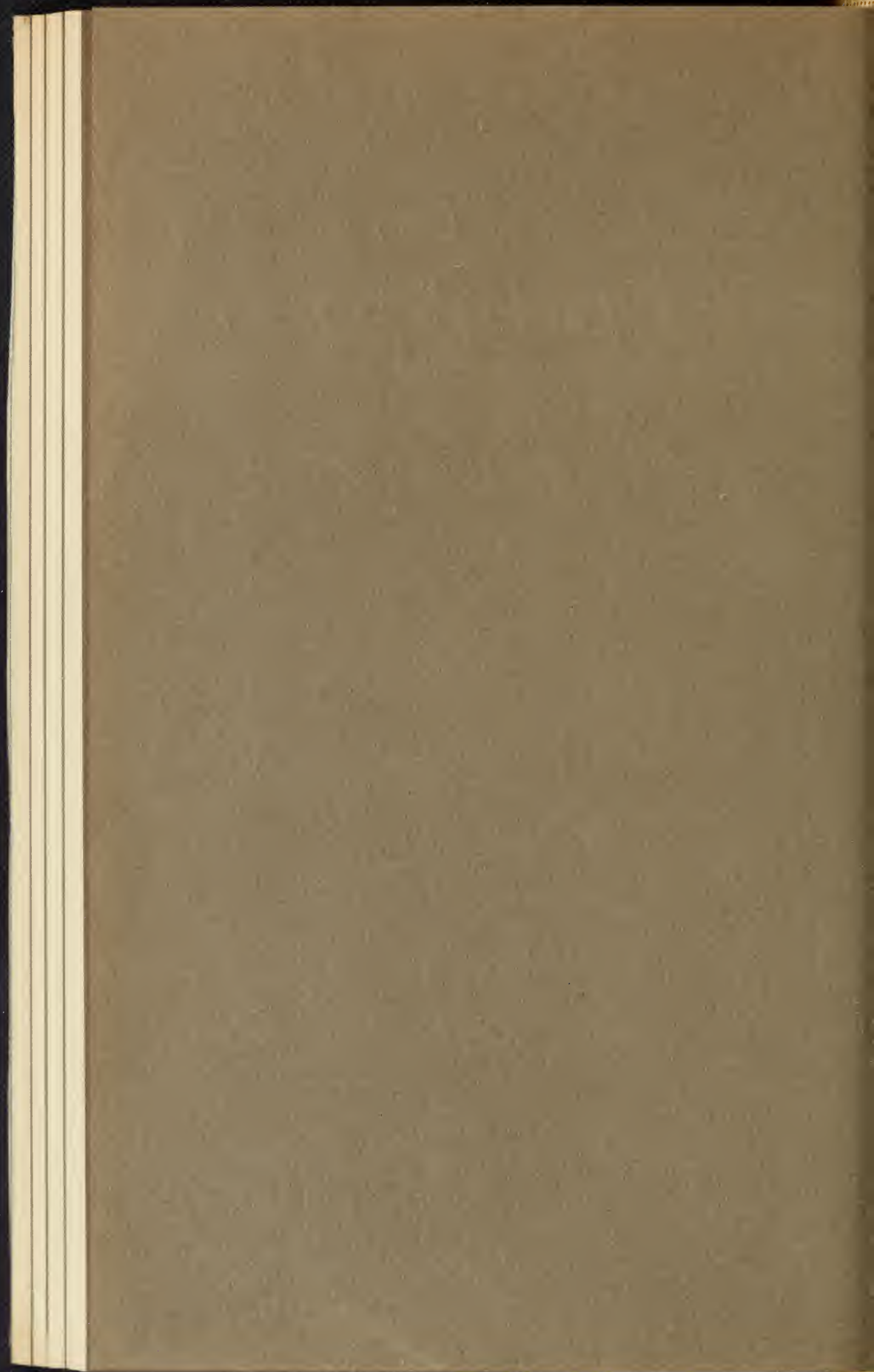


THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

THE ALUMNI
QUARTERLY

OF THE
ILLINOIS STATE NORMAL UNIVERSITY

VOLUME V FEBRUARY, 1916 NUMBER 1



THE ALUMNI QUARTERLY

OF THE

ILLINOIS STATE NORMAL UNIVERSITY

JOHN L. PRICER, '99 - - - Editor

ANNETTE B. COOPER, '98 - *University and Student Life*

FRED D. BARBER, '94 - - - *Alumni Editor*

MRS. W. A. COOK, 2150 Racine Avenue,
Chicago - - - *Associate Editor*

WINFIELD SCOTT, '12 and '14 - *Business Manager*

This Magazine is published in the months of February, May, August,
and November.

Subscription price fifty cents per year. Single copies fifteen cents.

CONTENTS.

Editorial Comment	- - - - -	1
The Summer School—David Felmley	- - - - -	2
Memorial to Dr. John Wesley Powell—U. S. Department of Interior	- - - - -	3
William J. Sutherland—S. F. Parson	- - - - -	8
Comparativ Study of Gas and Electric Household Appliances	- - - - -	10
Founders' Day	- - - - -	14
The University for the Quarter	- - - - -	20
Alumni Notes	- - - - -	26

ALUMNI OFFICERS

H. H. Russell, '08 - - - President

Eunice Blackburn, '08 - - Vice-President

O. Lillian Barton, '99 - - Recording Secretary

F. D. Barber, '94 - - - Treasurer

EXECUTIV COMMITTEE

Winfield Scott, '11 Archibald Messenger, '13

Fred D. Barber, '94

Entered as second-class matter May 8, 1912 at the postoffs at Normal, Illinois,
under the Act of March 3, 1879.

The Spellings recommended by the Simplified Spelling Board are used in this
publication.



The Alumni Quarterly

OF THE I. S. N. U.

Volume V FEBRUARY, 1916 Number 1

BUSINESS MANAGER FOR THE QUARTERLY

Mr. Winfield Scott, of the class of '11, and of the Senior College class of '13, is now assistant in the Agriculture department of the University, and, like most members of the faculty, is willing to undertake to do more for the institution than is "nominated in the bond." Consequently, we have induced, or enticed, him to accept the position of Business Manager for the Quarterly. Therefore, **all readers of the Quarterly should take due notice and hereafter make all checks for subscription and dues to the alumni association payable to Mr. Scott.**

It is our hope that with the duties and responsibilities thus more divided, we can give you a better Quarterly, and it may be possible that Mr. Scott, being a new man on the job and having a more definite task, will be calling on delinquent subscribers a little more vigorously than has been done hitherto to pay up back subscriptions.

SUBSCRIPTIONS AND DUES

Members of the classes of '13, '14, and '15 who joined the Alumni Association and became subscribers to the Quarterly under the new constitution which provides for the annual free dinner on commencement day for the graduating class, should remember now that in doing this they signed a pledge to pay to the association one dollar a year for the first five years after graduation, as dues and subscription to the Quarterly. These payments are to be made "on or before the first of May each year." Those of us who are responsible for making this thing pay out, are slightly frightened at present over the size of the present graduating class. We cannot see just where the money is coming from to supply the 176 free plates. You can help us out greatly by paying up your pledge promptly. We should like to see you keep Mr. Scott pretty busy posting his books during the next few weeks.

THE SUMMER SCHOOL

The announcement of the summer school of 1916 is now in press. Three six weeks terms are provided, beginning, respectively, on May 1, June 12, and July 24. Last summer the attendance in these summer terms were, respectively, 117, 1834, 467.

For the mid-spring term three teachers have been employed besides the regular faculty. The staff for the first summer term contains 74, for the second 24. The extra teachers employed include the following alumni: H. A. Perrin, 1903; I. N. Warner, 1900; William Hawkes, 1901; H. H. Edmunds, 1895; Harvey White, 1914; W. L. Goble, 1893; Mendel Branom, 1910; J. A. Strong, 1896; Daniel Han- non, 1901; George Mounce, 1910; Harry Waggoner, 1902; Herbert McKean, 1908; and Misses Alma Neill, 1911; Essie Chamberlain, 1908; Roberta Davis, 1914; and Mary Smith, 1914.

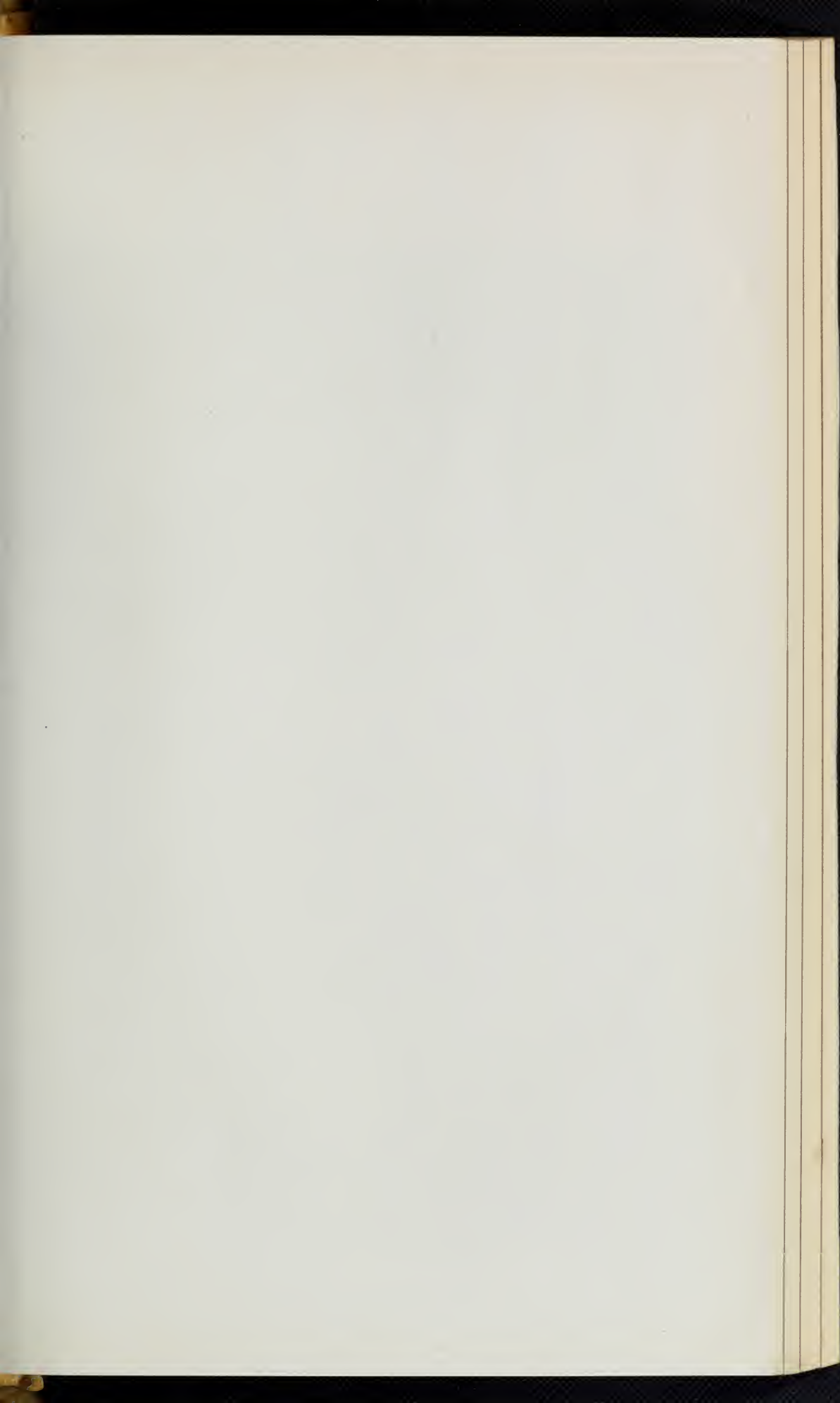
Former members of the faculty re-employed for this summer are Messrs. Pechstein, McCulloch, Linkins, Gleason, Lantz, Bone, and Misses Durant, Bullock, Forbes, Upham, Van Pappelendam, and Simpson.

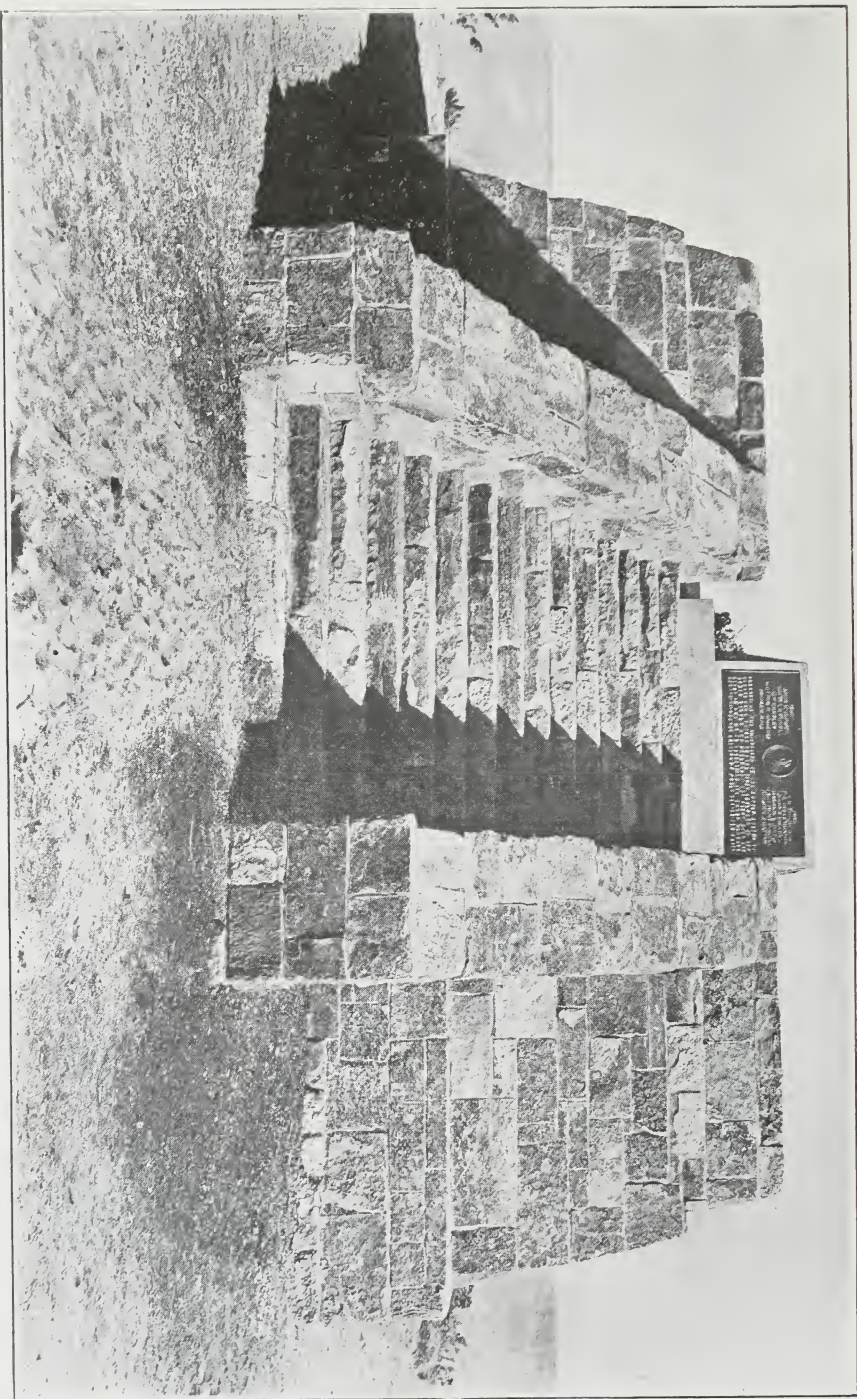
The only teachers new to the school will be Miss Laura M. Houk, supervisor of music in Decatur; Miss Myrtle Ferguson, of the State College at Ames, Iowa, who will teach Home Economics, and Miss Katherine E. Forster, now employed at Murphysboro, Tennessee, who will teach Rhetoric and Literature.

On May 1 twenty-two new courses will be started for the benefit of the students of the mid-spring term.

The new features of most interest to alumni are the emphasis placed upon plays, games, folk dances, and gymnastics for women, because of the new law requiring an hour a week to be devoted in every school to physical training; the courses in commerce and agriculture; and the senior college courses offered in educational measurements; educational psychology; in electrical measurements; in the geography of Europe; and advanced U. S. history; in English poetry; Browning; and the English novel; and especially the four advanced courses in general entomology, plant morphology, plant physiology, and animal evolution. A year's work in general chemistry will be offered beginning May 1.

The entertainments will include three plays by the Coburn Players, Hamlet, The Rivals, and the new Chinese comedy, Yellow Jacket; the senior play, Antigone; the junior play, and the choral concert, together with several lectures, most of them illustrated by stereopticon slides.





MEMORIAL ERECTED TO MAJ. POWELL.

MEMORIAL TO DR. JOHN WESLEY POWELL

Altar erected by the Interior Department to the memory of Major Powell who while a member of the I. S. N. U. faculty, was the first to explore the Grand Canyon.

The following article and the photograph for the accompanying cut were furnished us by Mr. R. S. Yard, of the Department of Interior. Dr. Powell was director of the Museum of Natural History which was then located at the Normal University, from 1867 to 1872, and, as will be seen by the dates given in the article below, it was while he held this position that he made his famous exploration of the Grand Canyon.—Editor.

Washington, January 24, 1916.—Announcement is made today that the Department of the Interior has completed on the rim of the Grand Canyon, in Arizona, a memorial to Maj. John Wesley Powell, the intrepid pioneer and celebrated scientist who first explored the Grand Canyon. The memorial is an altar decorated in Indian imagery and supporting a bronze tablet, resting upon a pyramidal base of rough-hewn stone. Fifteen steps lead from the west up to the altar floor, from which one may gaze into the very heart of the glowing mile-deep canyon. It is a structure worthy alike of the rugged, forceful personality of the man and of the titanic chasm which it overlooks.

The spot chosen for the memorial is Sentinel Point, a promontory south of the railway station, which commands a particularly fine view of the Grand Gorge and of the river, whose unknown terrors of whirlpool and cataract the Powell party braved in small open boats. The structure, which is built of weathered limestone from the neighborhood, has a rectangular base 21 by 28 feet. The altar carries on its east side a medallion portrait of Maj. Powell in bronze bas-relief by Leila Usher and the following inscription:

"Erected by the Congress of the United States to Maj. John Wesley Powell, first explorer of the Grand Canyon, who descended the river with his party in rowboats, traversing the gorge beneath this point August 17, 1869, and again September 1, 1872."

The Dedication Ceremonies

The general effect is unobtrusive, natural, and appropriate. A few small, gnarled trees grow close by, but do not obstruct the view. The structure stands back from the edge sufficiently to permit visitors in considerable numbers to group themselves in front.

The memorial which Secretary Lane has now realized was planned at the International Geological Congress of 1904 in recognition of Maj. Powell's distinguished services as director of the United States

Geological Survey. In March, 1909, Congress appropriated \$5,000 for the purpose, "in recognition of his distinguisht public servises as a soldier, explorer, and administrator of government scientific work." Dr. Holmes chose the site.

The original purpose was to make the memorial a Roman chair facing the canyon. Last spring Secretary Lane substituted an altar for the chair, and Mark Daniels, then general superintendent and landscape engineer of National Parks, designd the structure as it stands today.

It was then late in July, and Mr. Walter Ward, engineer of the Reclamation Servis, had a difficult task before him to find and hew the rock and bild the structure within the slender appropriation. The Riverside Portland Cement Co. helpt by donating half the cement.

This memorial, so expressiv of the spirit and character of the man whose life work it celebrates, and so admirably located, wil be formally dedicated early next summer. Secretary Lane's purpose is to make the event one of impressiv importance. If, as is expected, Congress meantime makes the Grand Canyon a national park (it is a national monument now), the two dedications wil take place together, making a celebration altogether notable in the history of national parks.

Devotional Fires on the Altar

This memorial, embodying to a remarkable degree the essential spirit of the Grand Canyon, is pland to become the scene of perhaps daily ceremonials of a most interesting character, reviving the spirit and to some extent the practis of the ancient religious forms in vogue among the original Indian tribes of the neighborhood. Devotional fires wil blaze upon this altar.

John Wesley Powell was born at Mount Morris, N. Y., March 24, 1834, of English parents. He taught school in Illinois till the Civil War, which he enterd as a private and came out of as lieutenant colonel. But he was always cald "major." He lost his right arm at the Battle of Shiloh.

At the close of the war Maj. Powell became professor of geology in the Illinois Normal University. An habitual wanderer in wild places, he led a small party of students and naturalists in 1867 into the mountains of Colorado. His incidental exploration of two small canyons of the Grand River kindled the purpose which shaped his after career, namely, to explore the canyons of the Grand and Green Rivers and of the then mysterious Colorado River which their union forms. The following summer he organized his expedition, proceded

down the Grand River and across the mountains to the White River, where from his winter camp he made extensive studies of the rivers and their canyons, and perfected plans for his dangerous passage of the unknown Colorado.

His great adventure, the passage of the Grand Canyon of the Colorado, was made in the summer of 1869. Until then it was unknown. "Yet enough had been seen to foment rumor," he wrote in his report to the Smithsonian Institution, "and many wonderful stories have been told in the hunter's cabin and prospector's camp. Stories were related of parties entering the gorge in boats and being carried down with fearful velocity into whirlpools, where all were overwhelmed in the abyss of waters; others, of underground passages for the great river, into which boats had passed never to be seen again. It was currently believed that the river was lost under the rocks for several hundred miles. There were other accounts of great falls, whose roaring music could be heard on the distant mountain summits."

Into the Great Unknown

The start into "the Great Unknown" was made on August 13. The party, consisting of ten men in four boats, had been afloat since their start from Green River City on May 24. Two of the boats were decked, forming watertight compartments.

Now, after three months of laborious battle with rapids and waterfalls and the still more laborious exploration of innumerable side canyons, they had reached, with scant provisions, the supreme test of strength and courage.

"What falls there are," says his diary, "we know not; what rocks beset the channel, we know not; what walls rise on the river, we know not. Ah, well, we may conjecture many things. The men talk as cheerfully as ever; jests are bandied about freely this morning; but to me the cheer is somber and the jests are ghastly."

The following day comes the first of many tests. The diary goes on:

First of Many Upsets

"About 11 o'clock we hear a great roar ahead, and approach it very cautiously. The sound grows louder and louder as we run, and at last we find ourselves above a long, broken fall, with ledges and pinnacles of rock obstructing the river. There is a descent of perhaps 75 or 80 feet in a third of a mile, and the rushing waters break into great waves on the rocks, and lash themselves into a mad, white foam. We can land just above, but there is no foothold on either side by which we can make a portage.

"It is nearly a thousand feet to the top of the granit, so it wil be impossible to carry our boats around, tho we can climb to the summit up a side gulch, and, passing along a mile or two, can descend to the river. This we find on examination; but such a portage would be unpracticable for us, and we must run the rapid or abandon the river. There is no hesitation. We step into our boats, push off, and away we go, first on smooth but swift water, then we strike a glassy wave, and ride on its top, down again into the trough, up again on a higher wave, and down and up on waves higher and still higher, until we strike one just as it curls back, and a breaker rolls over our little boat. Still, on we speed, shooting past projecting rocks, till the little boat is caught in a whirlpool and spun around several times. At last we pull out again into the stream.

"Hurld back from a rock, now on this side, now on that, we ar carried into an eddy, in which we struggle for a few minutes and ar then out again, the breakers still rolling over us."

How Bright Angel Was Named

The many thousands who hav descended the Bright Angel Trail at the Grand Canyon wil be interested in this entry under date of August 16:

"The little affluent which we hav discoverd here is a clear, beautiful creek—or river, as it would be termd in this western country where streams ar not abundant. We hav named one stream away above in honor of the great chief of the 'Bad Angels,' and, as this is in beautiful contrast to that, we conclude to name it 'Bright Angel.' "

On August 17 he writes.

"It is especially cold in the rain tonight. The little canvas we hav is rotten and useless; the rubber ponchos with which we started from Green City hav all been lost; more than half the party is without hats, and not one of us has an entire suit of clothes, and we hav not a blanket apiece. So we gather driftwood and bild a fire; but after supper the rain, coming down in torrents, extinguishes it, and we sit up all night on the rocks shivering, and ar more exhausted by the night's discomfort than by the day's toil."

On August 21:

"Below, the river turns again to the right; the canyon is very narrow, and we see in advance but a short distance. The water, too, is very swift, and there is no landing place. From around this curv there comes a mad roar, and down we ar carried, with a dizzying velocity, to the hed of another rapid. On either side, high above our

heds, there are overhanging granite walls, and the sharp bends cut off our view, so that a few minutes will carry us into unknown waters.

"Away we go on one long, winding chute; I stand on deck, supporting myself with a strap fastened on either side to the gunwale, and the boat glides rapidly where the water is smooth, or, striking a wave, she leaps and bounds like a thing of life, and we have a wild, exhilarating ride for ten miles, which we make in less than an hour. The excitement is so great that we forget the danger until we hear the roar of a great fall below; then we back on our oars, and are carried slowly toward its head, and succeed in landing just above, and find that we have to make another portage."

Deserters Never Return

And so on. The diary recounts a continual succession of exciting battles with fate. Meantime, in repeated upsets, one of their boats is lost and most of their flour destroyed. They are down to a few days' rations, principally of dried apples. On August 28 three of the party left them, preferring to take their chances of climbing the almost perpendicular walls and finding their way to some settlement. These men were never heard of again. And the very next day the party, after a most exciting passage over a series of rocky cascades, swept out of the Grand Canyon in safety. He repeated the passage, for scientific research, two years later and then he used a boat into which he was strapped. Several times this boat rolled over in the rapids and once nearly drowned him.

Maj. Powell's desire to continue in work of similar nature prompted him to seek annual appropriations for conducting an independent survey of the Territories. In this work he continued until, through his agency, the Geological Survey was organized in 1879. At his solicitation Clarence King accepted the position of first director. The same year the Bureau of Ethnology under the Smithsonian Institution was organized through his efforts. Of this he was appointed director. In 1881 Clarence King resigned the directorship of the Geological Survey and Maj. Powell was appointed as his successor by President Garfield. Maj. Powell continued in charge of both bureaus until his resignation as Director of the Geological Survey in 1894. Subsequent to that he devoted his attention entirely to the Bureau of Ethnology, of which he was director until his death in September, 1902.

The Geological Survey was built into an efficient organization under the personal direction and guidance of Maj. Powell.

WILLIAM J. SUTHERLAND

William J. Sutherland was born on a farm near Cherry Valley, Illinois, April 14, 1865. He finished the eighth grade of the district school and then attended the high school at Fairdale, DeKalb county, Illinois. He taught two terms in country schools near Fairdale, and entered the Normal School at Normal, Illinois, in the year 1886 and remained one year. He then spent two years as principal of the public school at Kingston, Illinois, returning to the Normal University in the fall of 1890, and graduating therefrom in 1892.

From 1892 to 1895 Mr. Sutherland was principal of schools at Yorkville, Illinois; from 1895 to 1901, superintendent of schools at Oregon, Illinois; from 1901 to 1902, superintendent of schools at Charleston, Illinois; from 1902 to 1908, head of the department of geography in the State Normal School at Macomb, Illinois; from 1908 to 1909, principal of the City Training School at St. Paul, Minnesota; from 1909 to the day of his death, December 9, 1915, president of the State Normal School at Platteville, Wisconsin.

At the time of his death he was president of the State Council of Geography and vice-president of the State Teachers Association.

On July 18, 1894, he was united in marriage to Miss Vinnie Marion Robbins, of Creston, Illinois. Mrs. Sutherland and three children, Robert, Edmund, and Elizabeth, survive him. In addition to his regular work, he took summer work at the University of Wisconsin so that by getting a leave of absence from teaching for part of a year and devoting himself to study he earned the degree of Ph. B. in 1902. Not content with that, he still continued to study, doing post-graduate work in his specialty, geography, so that in 1909 he received the degree of A. M. from the same university. He also taught in county institutes in thirty-two counties in Illinois, and filled many institute and lecture engagements in other states. In 1909 he published a book, "The Teaching of Geography," and in 1914 he published in collaboration with Prof. C. M. Sanford another book entitled, "Practical Exercises in Geography."

How well he did this great amount of work is attested by the steady line of promotion shown by the positions that he held. When he moved it was always in advance. Whenever lack of preparation stood in the way of advancement, he made the necessary preparation. His book, "The Teaching of Geography" was good enough to be adapted in the State Teachers' Reading Circles of eight states. His work in county institutes was so much sought after that he was

obliged every year to decline a number of engagements for lack of time. But beyond all of this recognition of a high quality of work in his outside activities, Mr. Sutherland was at his best in teaching, or in administering school affairs. In these latter days, since his untimely taking away, the writer has heard this from former pupils: "He was the best teacher I ever had," and this from former subordinate teachers, "He was the most considerate and efficient superintendent that we ever worked under," and this from one voicing the sentiment of a whole faculty, "Pres. Sutherland was one of the finest men to work with and under that I have ever known. We all felt great confidence and abiding security in him. Whenever he told us anything, we could depend upon its being carried out absolutely, so far as it was in his power to do so. As a friend to us all in the way of salary and better working conditions he was always active, a thing that is not always true of heads of educational institutions. In the school work, everything under President Sutherland's active and discriminating supervision was always 'up to the scratch.' " Such testimony from those who know best indicate the manner of workman he was.

To understand the secret of this rare power, one needs but to consider the character of Mr. Sutherland. The chief corner stone of character is honesty, an honesty that not only squares with legal and conventional requirements, but a great moral force that acts as governor of all conscious action. This fundamental honesty Mr. Sutherland had achieved. It was apparent in his work even in the elementary school. The writer can speak out of his experience in this matter for he was his teacher at Fairdale. As a fellow student at the Normal School the same sterling quality was manifest in the class room and in the various student enterprises which he so enthusiastically supported. He was remarkably free from all the little schemes and tricks that infested Wrightonian and Philadelphian politics of that day. He therefore not only won the admiration of his friends but commanded the respect of his foes. This was plainly manifest later as he came to larger and larger places of responsibility. An executive's standard of honesty can be determined by the way he deals with those who are dependent upon his dictum. The universal testimony is that Mr. Sutherland was always just.

While just and honest dealing commands respect and admiration even, it does not account for the host of loyal intimate friends that Mr. Sutherland drew to himself. His magnanimous spirit, his generosity, his kindness appealed to all like minded associates, and even

his enemies would at last discover the motiv for their enmity in their own envious natures. It could not be said of him that he was a born fighter. He preferd advancement thru the recognition of his merit rather than thru crowding to the front by pushing others aside. He was incapable of underhanded dealing.

His personal life may best be characterized by the word "clean"—clean of speech, clean in habits, clean in business. He had acquired a vocabulary adequate to his needs, so that he had no need to befoul his tung with profanity. His mirth provoking stories never borderd on the questionable. He had no need of narcotics to soothe frazzled nervs, nor spirits to stimulate sluggish wits. He preferd the ministrations of his family as remedies for his troubles. In short he was as clean on the inside as he always appeard on the outside. It would be difficult to find a man who by disposition, attainment and character was better fitted to guide in training men and women to be teachers of children. It is only by remembering that "we liv in deeds, not years" that we can be at all reconciled to his premature going.

How sincerely he is mourned was attested by the great throng that gatherd at the auditorium of the Normal School at Platteville, Wisconsin, on Monday morning, December 13, 1915, for a memorial servis. He had endeard himself to his community by participating in its activities for improvement. He acted on his motto, "where there is no work, there is no uplift."

Mr. Sutherland will be mist not only by his community and educational men of his adopted state, but by his host of friends in Illinois who knew him to love him. From the roll of honor of our alma mater a name has been dropt; shall we not place it in a niche in our hall of fame?

RELATIV COST OF OPERATING GAS AND ELECTRICAL HOUSEHOLD APPLIANCES

The following article is a summary of a paper and demonstration recently given at the Science Club of the University. We print it in the Quarterly, partly for its intrinsic merit, partly to giv older alumni some notion of the kind of work done in the Science Club, and partly, also, to giv some notion of the kind of work that Mr. Barber, of the class of 1894, is doing in his work in physics in the institution. Mr. Barber enterd the faculty in the fall of 1898 as teacher of physical science and during all these years he has been working away on the problem of making the physical science of the schools more prac-

tical and useful to those who study it. At the beginning he was probably somewhat ahead of his generation in this matter but now almost every one is clamoring for the kind of science that he has stood for. He is very much in demand over the country as a speaker on the subject. Year before last he spoke at the meeting of the N. E. A., was asked to do so last year, and has agreed to do so this year.—Editor.

When I was asked last October to prepare a paper for the Science Club upon the relative cost of operating gas and electrical household appliances, I decided to give in that paper chiefly facts based upon personal experiments, because only such facts could represent the true conditions here in Normal. This any one can readily see if he will stop to consider the great variation in gas and especially in electrical rates in different places. For example, the people in some of our western states who pay for electricity at the rate of three cents per kilowatt-hour, or the people of some sections of England who are said to pay at one-fifth of the minimum United States rate, may find it profitable to use various electrical appliances, while we who pay at the rates listed in the accompanying table will not find it profitable to use these same appliances.

Possibly a few words of explanation regarding the different electrical rates quoted in the table should be given. For all lighting purposes we pay at the rate of fifteen cents per kilowatt-hour with a ten per cent discount. But for the operation of other appliances we may obtain electricity at either of the three quoted rates, depending upon the amount of current used. However, when we use enough to obtain it at either of the two cheaper rates, special wiring and the installation of a second meter are generally necessary.

All of the experiments were performed in one of our own laboratories. Some I performed alone, while in doing others I was aided by Mr. Barber and members of my physics class who are also members of the Science Club. In all of the experiments a 110-volt alternating current, or gas under a pressure of about four and one-half inches was used. Both the current and the gas pressure were subject to the fluctuations found in the ordinary home. In every case the particular type of experiment was performed more than once in order to verify the first set of data obtained.

A brief description of the experiments may be of interest, but in giving this description no reference will be made to relative costs because those are stated with sufficient clearness in the table.

First a 60-watt tungsten electric light having a Holophane reflector was compared with a gas light, which was fitted with a similar reflector and an amber mantle. This comparison was made in the

usual way by the use of a standard sixteen candle power light, a diffusion photometer, and a long revolving rod. We placed the rod in a vertical position, fastened the standard light to the lower end, placed the electric light to be tested in a straight line with the standard light, and slipped the photometer along the rod until equal illumination was secured. Then we measured the distances from the photometer to the registered light and to the electric light, and since the candle power of two lights tested in this way varies directly as the squares of their distances from the photometer, we were able to determine by the measurements obtained the directly downward candle power of the electric light. Next we turned the rod so that the angle with the vertical position was ten degrees, and repeated the part of the experiment just described. Then we tested at 20, 30, etc., degrees up to 180 degrees, being careful in each case to have the standard light, the photometer, and the electric light in a straight line. The data obtained made it possible for us to determine the candle power of the electric light in all directions. Having finished with the electric light we repeated the entire process, using the gas light, and so we obtained the candle power of its light in all directions.

We next tested two flatirons, one heated by electricity and the other by gas. For these irons we prepared two similar beds of asbestos strips, leaving in the center of each bed a little space into which we inserted the bulb of a thermometer. After ten minutes the thermometer under the electric registered 155 degrees C while that under the gas registered 165 degrees C. In a number of other tests the gas iron reached the necessary temperature for ironing sooner than the electric.

The third experiment we made with a Westinghouse Hot Plate grill and a similar gas grill. Upon each we placed pans of the same size and shape, each containing one liter of water at a temperature of 18 degrees C. It required fourteen minutes for the water on the electric grill to reach the boiling point, while only ten minutes were required by that on the gas grill.

For baking purposes we experimented with three appliances—an electric oven, an electric fireless cooker, and a gas fireless cooker. Considered in the order named, the lengths of time required to raise the temperature of each from the ordinary room temperature to 175 degrees C or 347 degrees F, which is the ordinary roasting temperature, were eleven, nineteen, and twenty minutes, respectively. However, in using either of the fireless cookers, the gas or electricity could be turned off after a certain period of time and the baking continued, but in us-

ing the electric oven the current could not be turned off until the baking was completed. This fact, as well as the great differences in the sizes of the various ovens, should be taken into consideration in studying the relative costs given in the table.

The last experiment was made with the coffee percolators. In eighteen minutes because it usually required about three minutes for this experiment we considered the cost of operating each percolator for water at ordinary temperature to reach the point at which it began to percolate, and fifteen minutes of percolation were required to produce good coffee.

The results of our experiments show that if we consider either the amount of time required to obtain a given temperature, or the amount of heat produced in a given time, together with the cost of our current rates, the gas appliances have an undisputed advantage.

NELLIE W. REITZ, Class of 1916.

Relative Cost of Operating Gas and Electric Household Appliances

LIGHTING	CONSUMPTION	AVERAGE CANDLE-POWER	COST PER HOUR	COST PER C. P. HOUR
Tungsten Light	54.6 watts	19.9 C. P.	0.73 cents	0.037 cents
Reflex Gas Light	7 ft. per Hr.	32.7 C. P.	0.7 cents	0.021 cents

KITCHEN APPLIANCES

	RATE OF CON- SUMPTION	SIZE	COST PER HOUR			
			Electricity at			Gas at
			15 cents— 10 per ct.	7 cents	5 cents	\$1.00 per M cu. feet.
IRONING						
Electric Iron	530 watts	6 pounds	7.2 cents	3.6 cents	2.6 cents	0.45 cts.
Gas Iron	4.5 cu. ft. per hr.	6 pounds	.....	.....	.....
BOILING OR FRYING						
Electric Hot Plate	726 watts	9 inches diameter	9.8 cents	5.1 cents	3.3 cents	0.9 cts.
Gas Hot Plate	9 cu. ft. per hour	9 inches diameter	.....	.....	.....
BAKING						
Electric Oven	555 watts	924 cubic inches	7.5 cents	3.9 cents	2.5 cents	2.5 cts.
Electric Fireless Cooker	590 watts	1140 cubic inches	8.0 cents	4.0 cents	2.7 cents	
Gas Fireless Cooker	25 cu. ft. per hr.	4050 cubic inches	.....	.....	.....
COFFEE PER- COLATOR	CONSUMPTION FOR 18 MIN.		COST FOR 18 MINUTES			
Electric Percolator \$1.00	101 wt. hrs.	6 cup size	1.4 cents	0.7 cents	0.5 cents	0.1 cent
Electric Percolator \$2.00	120.6 wt. hrs.	6 cup size	1.63 cts.	0.84 cts.	0.63 cts.	
Gas Percolator	1 cu. ft. of gas	6 cup size	.....	.....	.....

FOUNDERS' DAY

Founders' Day was fittingly celebrated on the evening of February 17, by a reception to the students, alumni, and friends of the school, and by an address by President Homer H. Seerley, of the Iowa State Teachers' College at Cedar Falls, Iowa. President Seerley is one of the older of the normal school presidents and he is one to whom most of the others have looked for many years for leadership and inspiration. The struggle of the normal school idea for recognition among the people and among other classes of educational institutions has been a long and hard one and probably no other man has done more than has President Seerley to give this idea its present well nigh universal recognition. Consequently, it was fitting to have him review some of the events of this struggle and to give us his survey of the future outlook for the normal schools on the occasion of our annual celebration.

We regret the fact that space limits do not permit us to print the whole address in the Quarterly, but the following paragraphs taken from it will give the reader a good idea of what he said.

THE FUNCTION OF THE NORMAL SCHOOL

"Addresses on historical occasions are always augmented in importance and in spirit by the atmosphere in which they are given. There is always something special about anniversary meetings that is cumulative to such an extent that those who are privileged to be present feel their relationship and their fellowship with those who have been factors in the years of the past and have had a notable part in the progress and the development that is acknowledged. Such a time brings some realization of the great partnerships that have existed in every great movement in civilization, partnerships that have required heroism, industry, sacrifice and endurance of every one who contributed to the founding, the developing and the establishing of the institutions maintained and accepted by society. This year, 1916, with all its great undertakings is a consequence of the many former years that have left their accumulations as contributions to the progress of this age. The conditions of the problems of civilization of today are results that have exacted the faithful employment and services of generations of men to produce. Paying tributes to the notable men and women of the past is perfectly proper as a recognition of great and patriotic services rendered but the acknowledgement of these obligations to the predecessors does not complete the present duty of mankind as successors because the demands of the immediate future are the real burdens that must be accepted today and the progress that a developing age expects must be undertaken and its complete conditions realized years before the goal is attained.

"In every undertaking of any importance in the United States, the masses of the people have had to be convinced of the positive utility and the great importance of the movement proposed in order to grant such an undertaking a good chance for acceptance, expansion and permanence. In these special and necessary requirements made of all salutary and far reaching movements for uplift in civilization the normal schools of the United States have had unusual recognition and have wielded the largest influence because of their ability to rely upon the common people for their popularity, their supremacy and their perpetuity. In every contest for better opportunities in which they have been compelled to be factors, they have surprised their oppo-

ents as to the resources they possess and as to the army of common people who believed in their efficiency and their province as public institutions. These supporters have stood ready to rally all their forces in order to protect the widening interests and to strengthen the enlarging services that these schools of the teachers have given to social progress.

"From the first public undertaking under Cyrus Pierce in Lexington, Massachusetts, in 1839, to the greater and more popular undertakings of 1916, there has been remarkable development and astounding progress in ideals, standards, courses of study and conceptions of professional aims and purposes. The adoption of the term normal school in the United States for the institution where teachers were to be educated and trained has led to much confusion of ideas and to much extended discussion as to real province and appropriate services, particularly from those who were associated with college and university education and who were disturbed and alarmed at the rapid expansion of this class of state schools in the different parts of the Union.

"After the Lexington school was founded in 1839, seven more schools were established by 1850, twelve more by 1860, fifty-two more by 1870, sixty-six more by 1875. What the present number of such institutions that stand for the normal school idea, is cannot be determined exactly by the statistician of the United States Bureau of Education because he would need to count all the individual state schools, all the special city schools, all the variety of county teachers' schools, all well-organized private schools for training instructors, all organized departments, colleges, divisions and professorships found in public and private colleges and universities, all church training schools for special workers and all normal training high schools managed and subsidized by state departments of public instruction. The progress of the proposition, that teaching as an occupation of so high a grade of qualification that special education and training must be the only door to the occupation, has been one of the most notable accomplishments of the last half century; for, it must be realized that this conclusion has been reached and this policy adopted, despite the ridicule, the repudiation and the maligning of many distinguished scholars and educators who viewed the undertakings with disfavor and treated the zeal of the leaders for improvement with supreme contempt and the graduates of such organizations as half-baked and unworthy of either confidence or employment. The step taken by Illinois in 1857 had to win success against every kind of opposition and delay but the acknowledgement of the principle as the only reliable solution and the adoption of the same in such wide relationship in all kinds of organized education is a lasting tribute to the pioneer normal educator's intelligence and judgment.

"Most of the states employed the term common school system to show that the schools were universal and free and some of the constitutions and laws of the present day still speak of the public schools under this title, including even graded and high schools in such classification. The founding acts of the normal schools in such states prescribed that these new institutions were maintained for the purpose of training teachers for the common schools and hence with the developing of the system of education it was naturally admitted that such normal schools had the duty of training high school teachers and all other special teachers when such qualifications were in de-

mand. Present day usage has adopted the term public schools as more appropriate and the legal and governmental vocabulary of education has been remodeled in the dictionaries to conform to the popular customs.

"These developments and distinctions have not reached perfection by any manner of means as it is evident that populous communities and even smaller districts where educational improvement is very active will soon organize junior high schools for a different class of pupils than those now received in the standard high schools and even junior colleges and at times municipal universities to extend the benefits of education to a larger number than are being served at present by the opportunities that are provided. In fact the specialization that is occurring by the opening of technical high schools, commercial high schools and other new efforts in differentiation makes it impossible for any one to prophesy what the American common schools are yet to become.

"In early high schools teachers were selected for their special fitness, their popularity and their success in the lines assigned, and normal school graduates had a prominent part in serving as superintendents and principals. With the inaugurating and developing of the system of accrediting high schools as preparatory schools to college, originating in Michigan, the special qualifications of the teachers in these schools began to be decided by the inspectors of the universities who were invited to visit the high schools, give helpful advice and arrange for the admission of their pupils to college without examination. In Michigan, this problem did not receive any conflicting discussion because the normal schools at Ypsilanti early had assumed college standards and its graduates were welcomed to the high schools without discrimination. In the other states of the Upper Mississippi Valley, the inspecting and accrediting system soon developed opposition to the appointment of normal school graduates as high school teachers, the claim being made that only teachers holding college degrees ought to be permitted employment in high school work. In some states this classification even went so far as to decide that normal school graduates should be confined to grades below the seventh and that the seventh and eighth grades as well as the high school years should be required to be in the care of college graduates. In some cases the university management had a subsidy fund, furnished by the state legislature which was distributed in encouraging quantities to such high school districts as conformed with the instructions of the inspectors.

"In this controversy the normal school graduates were not eliminated and their patronage suppressed as their graduates emigrated to other states, where their services were not thus prohibited, and the states which educated them were deprived of their needed services, while in some of the states the course of study of the normal schools were made of college grade, developing them into real competitors of the colleges and universities that sought their destruction. Some solution of the difficulty became much more necessary when it became evident that normal school graduates could not arrange any reasonable system of transfer when they decided to go to college and get the necessary standard degree, as the higher institution made requirements that repudiated the normal work as equivalent or sufficient to give advancement. In an attempt to relieve this untoward situation the courses were advanced to full four years beyond the high school, an appropriate degree was conferred

and the days of discrimination and humiliation were ended for all time as these normal schools became actual parts of the system and their graduates were accepted on favorable terms by graduate colleges of the universities. Before this enforced expansion occurred United States Commissioner Brown, of the Bureau of Education, in a public address described the normal schools as in a blind alley having no where that they could locate their more advanced graduates that had met their qualifications and no where to go for further education because no higher institution solicited their attendance. These graduates were of a class whose scholarship and training could not bring the largest usefulness to society and they were not encouraged to continue their studies in colleges and universities without being compelled to suffer the most exacting deductions. Even in Iowa, where there was a willingness on the part of the normal school management to combine for transfer of students to the university, the only condition that was granted required a loss of a whole year of study because the student had been short-sighted enough to first go to a normal school.

"The strength of the normal schools in this controversy has been a surprise to many persons not acquainted with their popularity with the common people and their adaptation of work to the social conditions that the times required. These schools have recognized all the time the special duty that they owed to the masses and they have not allowed other policies or plans to divert them from the main problem. Their success has compelled schools of education in universities to adopt the training principle and thus become in reality normal schools, in fact if not in name. Their competition in the field of appointment to place has required the universities to open training school departments, has caused them to honor the mission of professional education for a teacher as essential to fitness and has made them more willing to accept normal students without such humiliating consideration as were once deemed right.

"While these discussions have been going on, while almost all colleges and universities have established departments of education whether they could financially afford to do so or not, while everything that has been legal and personal has been done to control the high school corps of instruction, these secondary schools have developed as rapidly in numbers and the demand for teachers has been so exceedingly large that all the institutions together have not been able to furnish the supply that has been needed. With the consolidation of school districts, with the opening of many rural high schools, with the increase of supervisors and principals and superintendents, all the schools of higher education combined will be incapable of preparing the grade and quality of teachers that the public needs require in all departments of elementary and high schools.

"It must also be conceded that the difference between high school teachers and grade and special teachers is not one of degree of scholarship alone. The students who come to a normal school do not know at the beginning what kind of teaching they are best qualified to do. They need for a time to have experience in the courses of instruction in order to investigate their own personality and scholastic characters and interests in order to decide wisely where they would be more capable to work. If the normal school is so organized and maintained as to train all kinds of public school teachers,

they are then able to meet completely the social demand and every would-be teacher enrolls can begin his course with a certainty that he is not making a mistake by coming to a special teacher's school to take his training. Experience has proven that this broadening of function does not induce students to give up preparation to be kindergartners, primary teachers, home economic teachers and grade teachers, in order to become high school teachers, as their opportunity to observe and to recognize the qualities and standards specially needed gives them the discretion to make their own decision without the advice of superiors or the direction of advisers.

"The normal school has no choice in the present organization of the educational system but to be the equivalent in years of education and of training of the liberal arts college. It has the advantage of the schools and colleges of education in that it is a real institution and not an annex to another institution. It has its students so classified and segregated that the teachers of every branch of the program of studies have classes to which they can give pedagogical instruction and suggestion and not be out of place. This is not possible in a college of liberal arts or a college of science because most of the students in such classes have no intention of being teachers and those who intend to be teachers are compelled to complete their scholastic studies without a single suggestion or intimation as to the best types of teaching, of laboratory work or of demonstration tests for public school work. All these characteristics are germane to the normal school. Every teacher in such a faculty should be chosen because of his gifted teaching ability, because of his esteem for teaching as an occupation and because of his personal adaptability and interest in the students who are in his classes and who seek the information, the training and the guidance needed in their personal and professional development.

"The compulsory vocational attitude found in normal school education gives it a notably inspiring atmosphere that must be thoroughly known to be fully appreciated. The benefits that have come from working under the influence of such strong professional conditions have given special emphasis to the endeavors of the students so that the teaching career is enlarged and improved in their conceptions by the spirit of sacrifice and service. To have the privilege to study and to develop in such an environment, where selfish and mercantile ideals have no place, gives a trend of effectiveness to personal motive and to standards of life, that from the standpoint of civilization's benefit has the greatest value. The single end of leadership amid such surroundings becomes, therefore, that of the uplift of the masses through the help of education and training and develops a pure and noble idealism that is grounded in the highest and best in manhood and womanhood. Power, wealth, prominence and distinction become temporary and incomplete motives which can not satisfy the consecration to duty and to service that develops the true teacher, a condition of heart and of soul that is essential to those who decided to give their talents and their lives to the welfare of the children of the state and nation. Amid such surroundings, educational culture and training becomes technical and primary rather than liberal and secondary, positive rather than negative, constructive rather than preparative and genuine rather than historical.

"Such a situation gives educational organization, endeavor and management a large purpose and insures such a definite end that everything pre-

events instruction and training assuming the aspect of doubt or experiment. The students and teachers of a normal school are seeking the solution of specific, definite problems in civilization, rather than investigating an interpretation of a philosophy of living and thinking. The instruction and training is prized and emphasized as to thoroughness, comprehensiveness and distinctiveness, because scholarship in any notable direction signifies an increase of individual usefulness and a positive definiteness in design. The faculty in such an institution has the privilege of teaching the best students in the world, because of the notable achievement of such students. Such progress made, character developed and capability reached and hence they respond with a heartiness that is very decided. Their need for supreme accuracy is not forgotten, their demand for full mastery is not minimized and hence those who instruct them can require superior standards, expect cheerful responses and secure ultimate conditions without fear of being regarded as unreasonable, over-exacting or technical. These vocational influences, united with an earnest spirit of co-operation, contributes help to a marvelous degree in the making of personalities into teachers. Such relationships as these exist call for initiative, skill, self-control, continual growth, ready adaptability, generous geniality, comprehensiveness, sympathy and spiritual humaneness. They advance the valuable service for those who submit to the influence of such training and education. From these causes the standard of accomplishment in training can easily be maintained at the highest grade of endeavor, while the perfection of attainment in the excellence of preparation, in the thoroughness of understanding and in the comprehensiveness of self-mastery can be fully realized in every phase of the work.

"The times in which normal schools have had their development have been very prolific of great movements and great undertakings. In these years the universities have become realities, the agricultural colleges have been originated and industrial education realized, secondary education has come to its own and professional education of many kinds has been required. In the business world, the railway systems have been organized, the telephone and the telegraph have become necessities and the combinations of capital and of labor have become great realities. At the same time, the ocean steamships have been built, the battleship has been invented, and the airship has become a practical servant to do the bidding of man, the great newspapers have been originated, the great libraries have been founded, the great fortunes have been made and the great philanthropists have devised their plans to give their millions to the service of humanity. All these memorable things and multitudes more that might be classified give some indication regarding the promise of the future. To have seen all these great occurrences is marvelous indeed but it only admonishes the present young person of the unheard of developments that are guaranteed for the next fifty years to come. It must bring the realization that the greatest preparation for living that can be obtained is needed to enable the ambitious and the consecrated to fulfill the destiny of the years. The normal school must go with the procession of progressive ideas. It must comply with the public demand. It must develop its resources of knowledge by the application of the principles of social evolution in order to work out with perfection the mighty problems of humanity."

UNIVERSITY FOR THE QUARTER

At the December meeting of the State Board of Education, action was taken on several

Board Meeting

important matters among which are the following: It was decided that the site for the new dormitory should be on the west side of the campus one hundred feet directly south of the gymnasium building. This space is now partly occupied by the concrete pond which will thus become a thing of the past. The plans for the building are about completed and it is likely that the contract will be let in time for the contractor to begin work as soon as the weather conditions will permit in the spring.

Forty extra teachers for the mid-spring and the summer terms were provided for by the board.

Previous to the board meeting the faculty had voted to recommend to the board a change in the arrangement for the annual commencement. The graduating class this year at present numbers 176 members, and since this is entirely too many to sit on the platform on commencement day it was decided to have two commencements, one in June at the end of the spring term, and the other in July at the end of the first summer term. Those who complete their work at the end of the regular year will receive their diplomas then, and those who still have two majors to make in the summer term will graduate at the second commencement.

While this matter was up for discussion some members of the faculty brought up the matter of having some distinguished educator deliver a commencement address, instead of

the seven speeches which have in past commencements been given by members of the graduating class. Both these changes were finally sent to the board as recommendations by the faculty. The board adopted the recommendation concerning the two commencements and referred the matter of the commencement speaker back to the faculty with power to act after they had consulted the wishes of the graduating class. The class voted unanimously for the imported speaker, and so the matter is settled for the present year.

The management and board of trustees of the Soldiers' Orphans' Home of Normal submitted to our board the proposition that we take over the school at the Home and manage it as a part of our training school. A committee was appointed to consider the matter and to report at the June meeting.

The Wrightonians were victorious in the fifty-fifth annual contest, winning by close decisions.

The Contest

four of the seven points. The Philadelphians won the debate by a two to one decision and the oration by a unanimous decision while Wrightonia won the other four points. All of Wrightonia's points were won by two to one decision, except the recitation which was unanimous, and the instrumental music which the Philadelphians did not contest. Miss Eulalia Tortat, who was the Philadelphian contestant in this point, was ill and unable to be present. Thus the victory of Wrightonia was a very close one, and the Phila-

delphians were not left without consolation. They have made good use of the possibility that Miss Tortat might have won had she been present, and also of the fact that they won the debate.

Most critics are agreed that the distinctive features of the contest were the reading by Miss Della Brokaw and the delivery of the essay by Mr. Hacker. Miss Brokaw was generally regarded as a winner from the beginning, and her performance was far above the average of contest events. It is probably true that Mr. Hacker's essay was, in itself, inferior to that of his opponent, Miss Swain, but his delivery of it was so excellent that on the whole every one agrees that he deserved to win.

The record of contests up to date shows that the Philadelphians have won twenty-four contests, with a total of 182 points, while the Wrightonians have won twenty-eight contests, with a total of 181 points.

*Considering the fact that the students are drawn alternately from alphabetical lists as they enter the school, and also the fact that the number of points won by each of the societies is practically the same after the struggles of fifty-five years, we must be convinced that neither society possesses any peculiar virtue or superiority over the other. The result of the contests is just what we should expect, according to the law of chance.

Following, to some extent, the example of the Science Club, the students and faculty members who are interested in the social sciences have organized a club for the discussion of topics which are somewhat outside of the class work in those subjects. Profes-

sor Manchester was elected president of the club, and the meetings so far have been well attended and much enjoyed by those present.

Normal students, and members of the faculty as well, seem to be trying to keep up to the spirit of the times in the matter of organizations. There are now in the school thirty-one different organizations, outside of the athletic teams and the class organizations. In this respect, at least, we are living up to our name—University. Older alumni who sometimes wonder why the Wrightonian and Philadelphian societies are not so all-important as they used to be will find in these many organizations an ample explanation of the fact.

Practically all these organizations are fairly prosperous and seem to be filling a real need and the diversity of opportunity which they offer leave very few people without a good chance to do something for themselves outside of class work.

In all these years of organization the Sapphonian Society, which many alumni will remember, is the only one that we can recall that has ceased to be, and the Girls' Debating Club is a somewhat similar organization which has come to take its place.

On January 24 and 25 was held at the I. S. N. U. the joint conference of the State Supt. F. G. Blair and his assistants; the county superintendents of the twenty-four counties nearest Normal; and the Normal school faculty. These conferences, which were inaugurated about four years ago by Mr. Blair, have come to be meetings of very great importance to the educational interests of the state. So much new educational legislation has been enacted recently, and so many new

Social Science Club

Joint Conference

jects have been started by the normal schools, that all of the above classes of educators are kept extremely busy in adjusting matters to the new conditions.

The first session of the conference, which followed a six o'clock dinner

at the hotel, was devoted to the consideration of the

report of the

commission on the

subject of his

correspondence.

Mr. Ridg-

was

for the teach-

President Mel-

to

a department.

the sessions of the second day,

Blair discuss with the superin-

tendents and such members of the

faculty as could be present, points in

the administration of the certifying

the teachers' retirement law, the

the old tuition law, and the san-

Mr. Blair had several of

his assistants present and he used

them as "walking encyclopedias" on

matters concerning their special de-

partments. Similar conferences are

held each year at each of the five

normal schools of the state.

At the faculty meeting on Tuesday,

February 15, the faculty voted to un-

dertake the prepara-

tion of an elaborate

pageant in memory

of the three hun-

dredth anniversary of the death of Wil-

liam Shakespeare. Such pageants are

to be given in many places over the

country during the year, and since it

has been the custom in Normal to

give some kind of outdoor perform-

ance during commencement week, it

was decided to take advantage of this

special occasion to present something

much more elaborate than has been

attempted in recent years. It is the

policy to try to enlist the aid and co-

operation of the citizens of Norma

in the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

most every seat that could be placed in the auditorium was filled and Mr. Whitehill was more than pleased with his audience. Those who could fully appreciate the type of music that was rendered surely had a great feast for the fifty cents, and those of us who could not do this, have at least the satisfaction of saying that we have heard one of the world's great artists. It is surely some satisfaction to find that in these days of cheap forms of entertainment, the people are still eager for things of this high order.

Most of the credit for the success of this enterprise as well as for that of the general lecture course is due to Dr. H. A. Peterson, who is the faculty manager.

February is the jubilee month for the Young Woman's Christian Associations the country over. The fiftieth anniversary of the organization of the first association in Boston is being celebrated. At the same time our local association is celebrating the thirty-second anniversary of the first students' organization which had its birth here in the Normal University. Mrs. Lida Brown McMurry, who was a student at Normal at the time, was one of the organizers.

An elaborate program for the month has been arranged and part of it has already been carried out. The speakers and topics for the regular weekly meetings are as follows:

Women from the Bloomington city association and from the Wesleyan association will speak on the general topic: "Then and Now."

At the second meeting, Miss Lillian Sabine, of the faculty, will give an address on the topic, "Women Working Together."

At the third meeting, Mr. Sanford,

of the faculty, will speak on the topic, "The New Democracy."

At the fourth meeting, Miss Louise Holmquist from the national board will give an address.

At the fifth meeting, the girls of the cabinet will discuss the topic, "The Meaning of Christian Service."

The sixth and last meeting of the jubilee month will be a vesper service.

The Parent-Teachers' Association of the Training School is conducting

a curio exhibit in the Training School.

It is the purpose of the movement to stimulate the interests of the children in the things that have had a part in the making of history of the country and of local institutions. The exhibits are classified under the following heads: Stamps and coins, foreign exhibits, civil war collections, early history of Normal and the I. S. N. U., Indian relics, colonial relics, old china and miscellaneous collections.

The exhibit is to be open for inspection for a week and special programs and receptions are to be given during the week. Parents of the children are expected to visit the school and view the exhibits and join in the social functions. The exhibit opens on Friday, February 18.

Illinois Day was fittingly celebrated at the University on December third

by the dedication of the new eighty-foot flag pole which, just previous to that

date had been erected on the plot of green south of the main building. The pole consists of two sections and stands a little higher than the main roof of the building. The dedicatory exercises consisted of an address by Mrs. M. T. Scott, of Bloomington, on

the flag, and what it should mean to this generation; the recitation of Drake's "Tribute to the Flag," by Margaret Westhoff; and the reading of the speech which Miss Sofie Crist made when the women of the University presented a flag which they had made to the Normal regiment just before they went to the front in 1861.

After the exercises in the auditorium over the whole school and visitors assembled in front of the main building about the flag pole and Mr. Charles L. Capen, president of the board of education, hoisted the flag to its position, where it will fly hereafter on all days that should have special recognition.

A new departure was tried out this year in the time of giving the Senior play. In previous years it has been found a very difficult matter to train the seniors for a play during the spring term. Most of the members of the class have heavy work and are away from town a good deal looking after positions and so the play was considered too much of a burden. Consequently this year the play was given on the eleventh of February.

The play which was selected is the famous Greek play, *Antigone*, by Sophocles. It required a rather elaborate staging and this was amply provided. Miss Alice Gasaway and Mr. Forest Bullock played the leading roles, and every one who saw the play was delighted with their work. In every way the play was well presented and yet there seems to be some question as to the wisdom of the change of time. The time selected to be a very busy one and the competition of the stunt show and other en-

tertainments resulted in a rather small attendance which will tend to complicate financial affairs for the class.

One of the best entertainments of the year was the students' stunt show given on Friday, February 18, as a benefit for the students' loan fund. The program consisted of six stunts, or parts, given by as many different organizations of the school.

The first was a musical operetta entitled "The Merry Mexicans," given by the Philadelphian society. The Y. W. C. A. gave a pageant entitled, "The Spirit of Sisterhood." The Country Life Club gave a dramatization of the "Old and the New Teacher." The esthetics dancing class represented by Misses Grace Moberly and Agnes Parks, gave a splendid display of esthetic dancing. Mr. Dwight M. Ramsey and Miss Lucy Watkins, representing the Wroughtonian society gave what was considered by many the most artistic performance in a Scottish dance entitled, "A Wee Bit o' Scotch." Mr. Ramsey's singing surprised and pleased every one. The Jesters contributed a delightful little comedy entitled, "When Love is Young."

A prize of a banner had been offered to the society presenting the best stunt, and this was awarded to the Philadelphians over the Wroughtonians, their nearest rivals by two points. As is the case with almost every other decision between these two ancient rivals, one-half of the school believes that the wrong people won.

Over nine hundred people were present and the net proceeds will amount to about \$170. This will bring the students' loan fund up to more than

Stunt Show

Senior Play

\$1,800, as it amounted to \$1,648 before.

It is likely that the show will be repeated during the first summer school, and it is also likely that the event will become a regular one on our annual calendar and that the loan fund will become adequate to our needs before many years.

The principal credit for the success of the undertaking is due to Mr. Dwight M. Ramsay, who helped in one of the best numbers and was general manager for the whole show. He has made a rather unique reputation for himself as a leader in student enterprises.

The twenty-three students of the University of Chicago, who were formerly students and members of the faculty of the I. S. N. U., met at the Gladstone Hotel in Chicago on Friday, February 18, and formed a club which is to be known as the University of Chicago I. S. N. U. club. Mr. Guy Buzzard was elected president of the club; Mr. C. D. Lambird, vice-president, and Miss Naana Lynn Forbes, secretary. Our former students at the University of Illinois have for many years maintained a similar club, and it has proved to be of great value. Our best wishes are extended to the new organization.

Miss Carrie A. Lyford, who last year gave up her position here as head

of the Household

Miss Lyford Science Department

Visits Normal to accept a position

as specialist in

Home Economics in the Bureau of

Education at Washington, spent Saturday and Sunday, February 5 and

6, visiting friends in Normal and

Bloomington. She was on her way

from Rock Island, where she had

been called on account of the death of

her father. During the eleven months

since she left Normal she has traveled

over most of the country and held

conferences with teachers of Home

Economics. Her mission seems to be

to serve as a sort of medium for exchange

of ideas for teachers of her specialty.

Besides holding conferences,

she carries on extensive correspondence,

delivers some special lectures,

and helps in the making of

surveys of school systems. She is

very happy in her new field of work

and all who know her can well

imagine what a favorable impression

she must make on all with whom she

comes in contact. She says that she

has found no place in the country

yet where the I. S. N. U. is not well

and favorably known.

THE ALUMNI

Chicago Alumni

Mrs. Anna Martin Ayers, '77, after the death of her husband, David Ayers, '75, in '09 removed to Wilmette, where she and her daughter now live.

On November 17, '05, G. Charles Griffiths, '92, took charge of the St. Charles School for Boys. Previous to this date Mr. Griffiths had been principal of the Washburn school.

Mrs. Mary Gillan Eastman, '81, sends holiday greetings from her home in Pontiac, Michigan. She signs herself "Yours for 'auld lang syne' at dear old Normal."

Miss Harriet E. Morse, '79, is pursuing the even tenor of her way at Rockford, where she has taught many years. She is vice-president of the High School.

Mrs. Maggie Smith Latham, '90, is an instructor in the Presbyterian Training School on the South side. In addition to her work as teacher, she is superintendent of missions in the Kenwood district of Chicago. In this district are about twenty churches of every denomination and Mrs. Latham's particular work is the promotion of missionary instruction in the Sunday schools of these churches. She is also a member of the executive committee of the Parent-Teachers club of the public schools of the city. With her husband, Dr. Harris L. Latham, she came from Winfield, Kansas, two years ago where Dr. Latham was for five years head of the Department of Bible and Philosophy in Southwestern Colorado. He occupies a similar position in the Presbyterian Training School here and is, in addition, Dean of the school. Mrs.

Latham's address is 4939 St. Lawrence avenue.

Miss Clara Sinclair, student at the I. S. N. U. summer school of 1914, is instructor in Church History and Religious Education in the same school.

Mrs. Minnie Starr Grainger, late of Belvidere and a student of I. S. N. U. some years ago, has become Mrs. Clarence G. Goodwin and lives at 7542 Ridgeland Terrace, Chicago. During her widowhood she was active in Woman's Club work and has been president of the Illinois State Federation of Woman's Clubs. Many will recall Mrs. Grainger Goodwin's address on "The Fifth Estate" at the 1913 reunion of our club.

Francis G. Blair, '92, state superintendent of public instruction, recently addressed the members of Cook County Teachers' Association at its monthly meeting. He commended highly the work of the Parent-Teacher clubs, saying they have brought about a close and intimate relation between teacher and community, thus bridging a chasm which often exists between parents and teachers. He asks for sympathy for the pupils in the teacher, and respect for the teacher in the children. The teacher should be able to take a place with the best element of the community in order to be the leader school children need. Superintendent Blair also makes a plea for the finest school buildings in the poorest neighborhoods, for there they are most needed.

ALUMNI NOTES

H. B. Urban, '01, has given up the profession of teaching and entered on a journalistic career, being a reporter

for one of the daily papers at Champaign, Ill. For the past several years Mr. Urban has been superintendent of schools at Polo, Ill. His wife was formerly Miss Carrie Travis, '99.

Mr. Clarence Bonnell, '99, is still teaching science at the township high school at Harrisburg, Ill. He read an interesting paper at the recent meeting of the Illinois State Academy of Science on the topic, "Some Physiographic Features of the Southern States of Illinois."

J. L. Pricer, '99, was recently elected secretary of the State Academy of Science which held its annual meeting at the University of Illinois February 18 and 19.

Elizabeth Tegarten, '12, recently accepted a position as primary critic teacher in the State Normal School located at Natchitoches, La. While in school Miss Tegarten specialized in kindergarten and primary work and after graduation was for three years supervisor of primary work in the schools of Bisbee, Ariz.

G. C. Kershner, '10, has recently accepted a position as head of the manual training department of the schools at Fort Smith, Ark. Previous to this Mr. Kershner has been assistant in manual training in the schools of Muskogee, Oklahoma.

Miss Edith Cox, '08, who is now Mrs. Robert Gardner, of San Diego, California, is the mother of a son born recently. Mrs. Gardner's parents and brothers reside in Normal.

Mary E. Dexter, '15, who is grammar grade supervisor at Ironwood, Michigan, spent part of the holiday vacation in Normal and was present at the contest.

Howard A. Johnson, '14, who is a student at the University of Montana, was recently elected a member of a debating team to represent that

institution. Mr. Johnson was a prominent debater while a student at Normal.

Harry Lathrop, '12, and his wife, formerly Ona Freeman, '15, are living at Flagstaff, Arizona, where Mr. Lathrop is head of the geography department of the State Normal School at that place. Mrs. Lathrop was prominent in musical circles while in Normal and is at present organist for one of the largest churches in Flagstaff.

Mr. and Mrs. Elijah Williams and two children visited in Normal during the holidays. Mr. and Mrs. Williams were both of the class of '08. Mrs. Williams was Lena Gardner. Mr. Williams is teaching Manual Training in the Minneapolis schools.

Russell Dawson, of the class of '03, is serving his eighth year as superintendent of the grade schools at Cicero, Ill. He has about one hundred teachers and over four thousand children under his supervision. He has a wife and two children and seems to be enjoying life, living within a half-hour's ride of the "loop" in Chicago.

Ruth I. Simison, of the class of 1903, is still teaching in the Mt. Hermon Seminary at Clinton, Miss. This is a school for colored girls supported by missions. During the past summer Miss Simison visited in the north and west, taking the northern route from Chicago to the Pacific Coast, visiting the world's fairs in California and other places of interest in the west. She writes concerning the Alumni Quarterly as follows: "I feast upon it when it arrives, as a letter from home, and look eagerly for news of my old teachers and classmates or other acquaintances that I made there."

Chas. G. Layborn, '73, sends his subscription to us with a letter head

which reads as follows: "Chas. G. Layborn, lawyer, 806-810 Plymouth Bldg., Minneapolis, Minn."

H. L. Welker, '12, is superintendent of schools at Astoria, Ill. There are nine teachers besides himself in the school and eighty-nine pupils registered in the high school.

Dr. T. J. Burrill, of the class of 1865, was signally honored during the last week of December by being elected to two important offices. The Society of American Bacteriologists, which held its annual meeting at the University of Illinois, elected him its president for the ensuing year. This society is to undertake this year the publication of a journal to be known as the "American Journal of Bacteriology and Microbiology." During the same week this society was in session at Urbana, the American Association for the Advancement of Science was meeting at Columbus, Ohio, and the Botany section of that association elected Dr. Burrill its vice-president or chairman. Dr. Burrill is professor emeritus of botany at the University of Illinois. He draws a Carnegie pension but no salary from the university, but he is in no sense retired from his labors. He has his own private laboratory and is at work on some important problems in bacteriology with all the vigor of youth. His career at the university has been a notable one. He has served at different times as acting president of the university, vice-president, dean of the graduate school, head of the department of botany, and botanist for the agricultural experiment station. He has carried on extensive and important research in botany and has been selected as one of the Eminent American Men of Science. Through all these years of absorption in other fields, he has remained a loyal alumnus of the I. S. N. U. and of late

years has frequently been present at alumni banquets. Personally, he is held in the highest esteem by the whole university community, and by the scientific men of the whole country.

Edna K. Rentchler, '12, is teaching biology in the Township High School at Jerseyville, Ill. She had a very exciting experience during the first week of January. The house in which she lived caught on fire during the night and before any one was aware of the fact, they were all nearly suffocated with the smoke. She and others climbed out on the porch roof and waited until the fire company came to let them down to the ground. She says that her valued science note books were fortunately in a closed box and while they were badly smoke-stained and water soaked, they are still readable. Miss Rentchler graduated from the University of Illinois last June.

Bertha L. Davenport, '99, is still teaching at Monrovia, California. Like many other readers of the Quarterly, she writes that the pictures in the last number gave her a clearer notion than anything else of the gradual growth of the institution.

Grover Holmes, '14, is superintendent of schools at Minier, Ill. Mr. Holmes is about the most frequent alumni visitor at Normal of any who are out teaching.

Mary A. Bell, '11, is teaching in Evanston, Ill. Her address is 1840 Sheridan Road.

W. J. McFarland, '02, is still traveling for Benj. H. Sanborn & Co., school book publishers. His address is the company office at 623 South Wabash avenue, Chicago.

Warren H. Rishel, '97, is devoting his time to teaching private classes in Spanish at San Bernardino, California, where he lives. His wife,

who was Miss Elizabeth McElroy, '90, is principal of a school in that city. Their daughter, Blanche, is a senior at the Flagstaff, Arizona, normal school.

Edna G. Lake, of the class of 1914, is teaching in Cicero, Ill. Her address is 1501 South 57th avenue, Cicero, Ill. Miss Lake did work in the Senior College last year.

Mary A. Damman, '06, is at her home in Secor, Ill. Miss Damman served as critic teacher in the University High School a part of year before last.

Jane Robertson, '13, is serving her third year as principal and teacher of Latin and German in the high school at La Harpe, Ill. There are about a hundred pupils in the high school and three teachers besides the principal.

Mrs. Minnie Schumacher, of the class of 1900, still resides at Champaign, Ill. Her address is 107 East Green street.

Miss Helen Leigh, of the class of 1915, and later graduate of the Senior College, is still teaching in Decatur, Ill. Her address is 256 Central avenue.

Mrs. Eva Chisolm Carr, '96, is living at 457 West Avenue, 56 Los Angeles, California.

Mr. Frank L. Williams, '82, is living at Clay Center, Kansas, where he is practicing law.

Edward Kurts, '08, is teaching manual training at Eureka, California.

John N. Adams, '08, will graduate from the University of California at the end of this year. His engagement to the domestic science teacher at the Flagstaff, Arizona, Normal School has been announced.

Edward B. Couch, '07, was principal of the Boyle Heights intermediate school in Los Angeles, last summer and teaches science in the same school during the regular year.

Harold E. Ross, '10, is teaching in the eighth grade in the 24th Street school in Los Angeles, California. He also has charge of play ground work.

C. E. Patterson, '08, who contributed the above four items, is teaching his fourth year in the Virgil Avenue Intermediate school. He writes that English and spelling are his hobbies.

W. E. Skaer, '13, is teaching agriculture and manual training in the township high school at Flora, Ill. He is also coaching the athletic teams of the school.

Hattie Diemer, '13, is still principal of the township high school at Ellis, Ill. Her salary this year is \$1,000 for the year. Her sister, Magdaline, '15, is a student at the University of Chicago. Both of them attended summer school at Chicago last summer.

John T. Bowles, '78, is teaching the English language to foreigners in the city Y. M. C. A. of Los Angeles, California. His wife, who was a former student at Normal, is matron of the Y. M. C. A. and is attending the Normal school in that city part time.

Karl Zehren, '14, is teaching agriculture at Antioch, Ill. He accepted the position late in the year after he had planned to farm during the coming season up in Michigan. He will continue to run the farm but will have some other fellow do the hard work.

Burley C. Johnston is in the plumbing business at Fort Smith, Ark. He is also working for the Kelley Trust Co. of that city, a position which he has held for several years.

Deaths

Mrs. Edmund B. McCormick died in Washington, D. C., on December 29. Ed. McCormick is the second son of Professor Henry McCormick. He graduated from the old High School

in 1889. He has held many important positions in engineering in western universities. For the past two years he has been doing engineering work for the Department of the Interior, Washington. Mrs. McCormick was not so widely known to alumni of the I. S. N. U.

Robert A. Childs Passes Away

In the death of Robert A. Childs, at his residence on Sunday evening, December 10, Hinsdale has lost one of its oldest residents and most honored citizens. A public spirited leader in all movements for the welfare of the community, a wise counsellor of those in trouble or distress his death brings with it a sense of personal loss to all.

The announcement of his sudden death came as a great shock to those who knew him, as he was actively engaged in his business affairs until the Wednesday previous, when he contracted a slight cold. This was followed by pneumonia on Saturday night which developed very rapidly and on Sunday evening, surrounded by his family, he quietly passed to the Great Beyond.

Mr. Childs during his early years lived at Malone, Franklin county, New York, where he was born March 22, 1845. His parents moved west in 1852, settling in Boone county, Illinois, near Belvidere. His life was that of a farmer boy with all the struggles and vicissitudes incident to the time, and his efforts to obtain an education were limited to such brief periods at the district school as could be spared from the daily struggle for a living. When President Lincoln's call for volunteers came in the early spring of 1861 he enlisted in Company B of the 15th Illinois Volunteer Infantry at Belvidere, the regiment being mustered in at Freeport, Illinois, May 24th. Entering the army at the

age of sixteen he served throughout the four years, participating in some thirty-three engagements from skirmishes and picket encounters to the Battle of Shiloh. Ft. Danelson, Corinth, The Battle of the Hatchie, Sherman's March to the Sea and many other memorable events of the war were actively participated in by his regiment. One of two brothers lost his life and the other lost his right arm in the service. At the close of the war with the survivors of his regiment he took part in the Grand Review at Washington, returning from there to Belvidere where at the age of twenty years he entered the high school and by persistent effort fitted himself for the State Normal School from which he graduated in the class of '70. At the completion of his course he was engaged as principal of the public schools at Amboy, Illinois, where he taught for two years.

At Normal he became acquainted with Miss Mary E. Coffeen to whom he was married December 24, 1873. They moved to Hinsdale shortly after, where they resided until the death of Mrs. Childs in the summer of 1911. During his early years in Hinsdale he gave much of his time and attention to the development of the public schools, serving as member and president of the board of education for seven years. He was a member of the village board and one of the founders of the Hinsdale Club of which he later was president. In political faith he was a staunch Republican, serving as presidential elector in 1884 and in congress from 1893 to 1895. For forty-two years he has practiced law in Chicago, having formed a partnership with General Geo. W. Smith in 1873. Following the death of General Smith he organized the firm of Childs and Hudson which was succeeded by the present firm of Childs &

Childs, a partnership with his two elder sons.

He is survived by his five sons: Lester C., Robert W., George W., John S., and Kent C. Childs; a sister, Mrs. Charles DeGarmo, of Cocoonut Grove, Florida; and one brother, Mr. Corydon Childs, of Oconomowoc, Wisconsin.

Mr. Childs was a man of forceful personality, fearless in the support of his convictions. His public life was characterized by energetic patriotism and devoted loyalty. As a husband he was gentle and kind. As a father, always generous and wise, he was the companion and best friend of his sons. As a friend he was sympathetic and loyal. His noble spirit has left an undying inspiration for all who knew him.

Mr. Childs was one of the earliest and most enthusiastic supporters of the Chicago Club, when in its infancy it was neither very large nor very strong. One of the older members he always furnished much Normal spirit at the annual gatherings.

Twice he has been president of our club, and his kindly courteous manner remains with us as a gracious memory.

Steven Hogan

Few Normal students during the past thirty-three years will fail to remember the congenial old gentleman who, during all these years, guarded the Illinois Central crossing on North street, and all who knew him will regret to learn of his recent death.

Mr. Hogan first came to Normal in 1857, the year of the founding of the Normal school. For several years he was foreman of the section hands on the Central and later took up the task of guarding the lives of pedestrians at the crossing. He was not an alumnus of the institution nor was he

ever a member of the faculty, but his kindly spirit and fidelity to his simple task brought him into contact with so many hundreds of Normal students it seems he was a real part of the institution. About six months before the time of his death he had been compelled to retire from his duties and was granted a pension by the railroad company. He was about 86 years of age.

WEDDINGS

Announcement of Engagement

Announcement was recently made of the engagement of John N. Adams, '08, to Miss Emma Jones at Flagstaff, Arizona. Mr. Adams was a prominent student here and later taught as assistant in the physics department in the summer term. He taught science in Lincoln high school during the year 1908-9. He then received the appointment of Professor of Physics and Chemistry in the Northern Arizona Normal School. After holding that position for four years he resigned to enter the Medical College of the University of California at Berkeley. He has continued, however, to teach summers in the Flagstaff Normal School.

Miss Jones is a graduate of the Oshkosh Normal School; also of Columbia University. For the past two years she has been at the head of the Household Science Department of the Flagstaff Normal. She is an attractive and highly cultured young woman and a musician of ability. The wedding will probably take place in June.

Engagement Announcement

Recent graduates will be pleased to learn of the announcement of the engagement of Mr. Bert L. Reeves, '14, to Miss Elizabeth Cosby, of Lincoln,

Ill. Mr. Reeves is principal of the high school at LeRoy, Ill., and Miss Cosby is teaching in the grades of the same city. Miss Cosby was a student at Normal last year.

Celebrated Their Golden Wedding

On January 22 Captain and Mrs. J. H. Burnham celebrated their golden wedding anniversary at their beautiful home, 1321 East Washington street, Bloomington. Few are the alumni of the I. S. N. U. who do not remember the Captain. A life long resident of Bloomington has enabled him to frequently visit the old school and few, if any, of the annual alumni meetings have been held in his absence. Relatively few of the alumni were able to be present and express their regards to the Captain and his admirable wife, but during the afternoon and evening citizens of Bloomington by the hundreds called at the Burnham home to pay their respects to the venerable and highly esteemed couple.

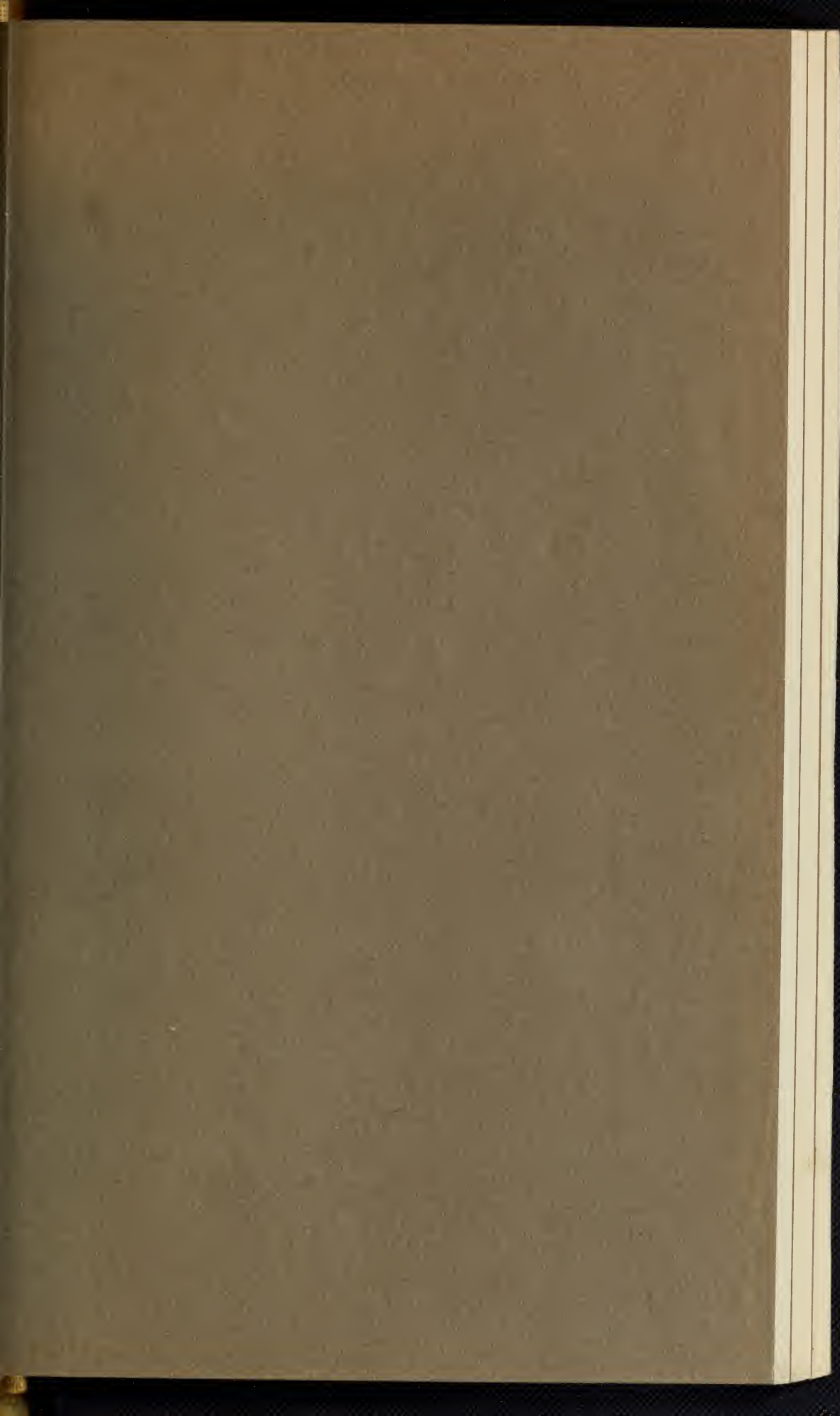
John H. Burnham graduated in the second class, 1861. He was immediately employed as acting principal of the Model School. He resigned this position and enlisted in the 33rd Illinois Volunteer Infantry, being elected captain of Co. A. Returning from the war he was elected superintendent of the Bloomington schools. He resigned this position to become editor of the Pantagraph. Later he entered business and has for many years been

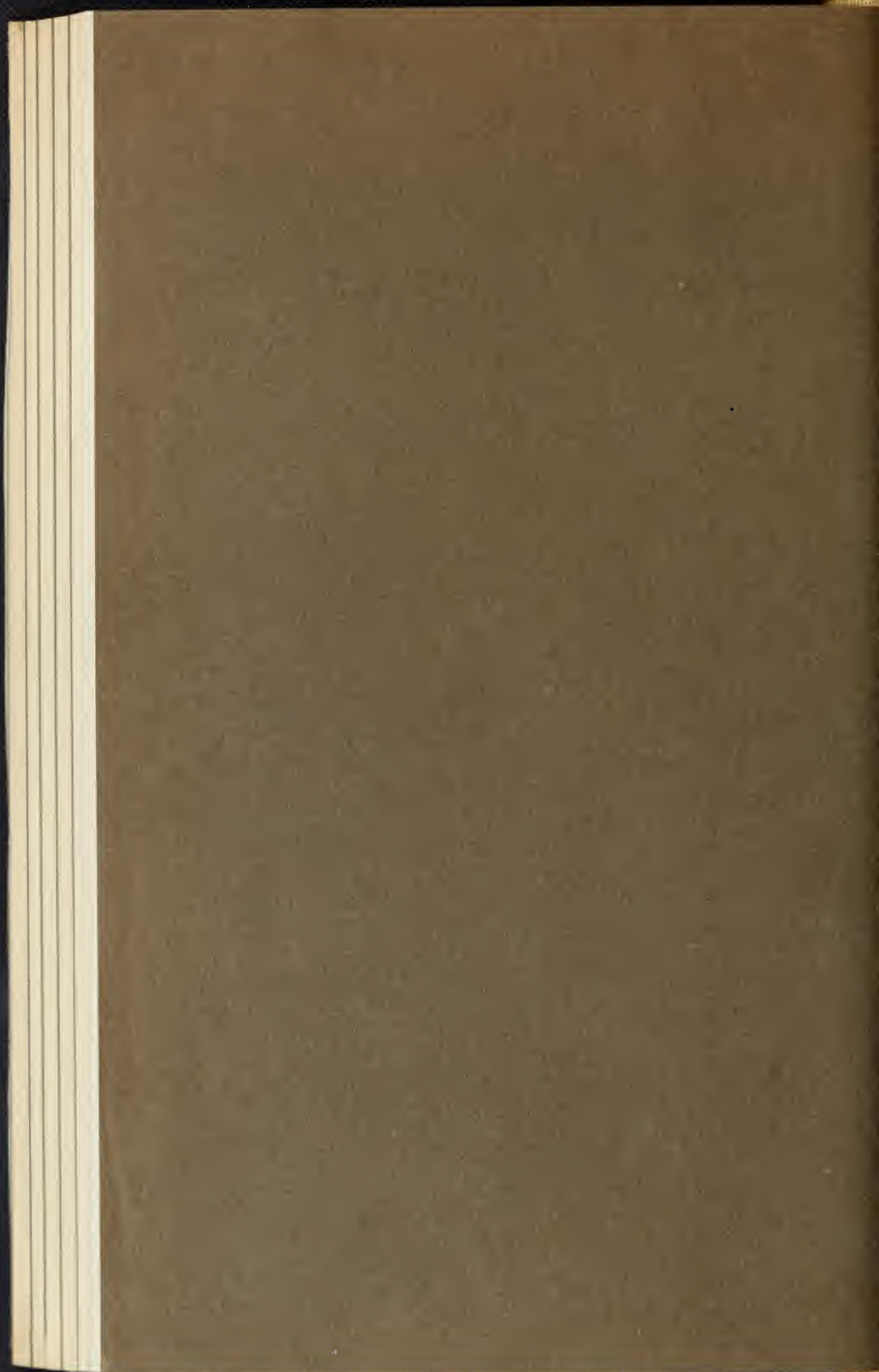
regarded as one of Bloomington's substantial business men. His scholarly attainments have ever been in evidence. He has taken active interest in local, state and national history. His writings upon historical topics have attracted much attention.

Mrs. Burnham is an accomplished artist and their home is filled with beautiful works by her brush. Her studio was further rendered attractive upon this occasion by the presence of many beautiful and artistic presents.

Wisconsin Commercial and Industrial Congress

On February 14-18 was held at Madison, Wisconsin, a meeting of national importance. It was called the Wisconsin Commercial and Industrial Congress. It was held under the auspices of the University of Wisconsin. During the four days of its session nearly every phase of commercial and industrial development was considered. While the majority of the speakers were Wisconsin men yet many interested in similar work from other states were in attendance. The purpose of the meeting was to study all phases of commerce and industry within the state and to spread wide-cast over the state the solutions of problems presented. A. H. Melville, '95, Assistant Professor in the Extension Division of the University, was one of the committee in charge of the arrangements and program.





bm Tg
5.#2

THE ALUMNI QUARTERLY

OF THE

ILLINOIS STATE NORMAL UNIVERSITY

EDMUND J. JAMES

UNIVERSITY OF ILLINOIS

Administrative Library

APR 15 1918

VOLUME V

MAY, 1916

NUMBER 2



THE ALUMNI QUARTERLY

OF THE

ILLINOIS STATE NORMAL UNIVERSITY

JOHN L. PRICER, '99 - - -
ANNETTE B. COOPER, '98 - *University and Student Life*
FRED D. BARBER, '94 - - *Alumni Editor*
MRS. W. A. COOK, 2150 Racine Avenue,
Chicago - - - *Associate Editor*
WINFIELD SCOTT, '12 and '14 - *Business Manager*

Editor
EDMUND J. JAMES

This Magazine is published in the months of February, May, August, and November.

Subscription price fifty cents per year. Single copies fifteen cents.

CONTENTS.

Editorial Comment	- - - - -	1
Biography of Thomas Jonathan Burrill—Edmund J. James,		
President U. of I.	- - - - -	3
In Defense of our Senior College—David Felmley, President I.S.N.U.	- - - - -	6
University for the Quarter	- - - - -	16
The Alumni	- - - - -	24

ALUMNI OFFICERS

H. H. Russell, '08 - - - President
Eunice Blackburn, '08 - - Vice-President
O. Lillian Barton, '99 - - Recording Secretary
F. D. Barber, '94 - - Treasurer

EXECUTIV COMMITTEE

Winfield Scott, '11 Archibald Messenger, '13
Fred D. Barber, '94

Entered as second-class matter May 8, 1912 at the postoffice at Normal, Illinois, under the Act of March 3, 1879.
The Spellings recommended by the Simplified Spelling Board are used in this publication.



The Alumni Quarterly

OF THE I. S. N. U.

Volume V

MAY, 1916

Number 2

EDITORIAL COMMENT

Men Wanted

"Men Wanted" is a sign that has always been prominent at Normal, but there probably never was a time in the history of the school when men were so much in demand, at the hands of school boards who are seeking principals and superintendents, as they are this spring. It might seem to be a reasonable inference to conclude that in some way the European war had affected the schoolmaster market as it has that of so many other commodities. We are inclined to think, however, that it is the township high school system, and possibly the high school tuition law, that have given the high school idea a new impetus and made a greater demand for men teachers.

The excitement began early in the spring when Mr. E. W. Boyer, a junior in the Senior College, was elected to a superintendency down in New Mexico at a salary of \$1900.00. This was soon followed by Mr. E. G. Stevens, who is a senior in the Senior College, being elected to two positions in one day at record breaking salaries. He was elected principal of the township high school at Rankin, Ill., at a salary of \$1600.00, and accepted immediately. A little later, he was called up by phone and told that he was elected superintendent of schools at Rantoul at the same salary. The Rantoul board would not take no for an answer and came over to see Mr. Stevens and tried to induce him to resign the other position and accept theirs at a fifty-dollar raise. Mr. Stevens, however, decided to stand by his contract.

The following is a list of men who have secured positions so far this year, together with the positions they have accepted and the salaries they will receive:

L. W. Hacker, Supt. Durand, Ill.....	\$1125.00
John W. Carrington, Supt. Manteno, Ill...	1050.00
E. G. Stevens, Supt. Twp. H. S. Rankin, Ill.	1600.00
Harold Tice, Supt. Wenona, Ill.	1000.00
Robt. S. Smith, Supt. Twp. H. S. Argenta, Ill.	1500.00

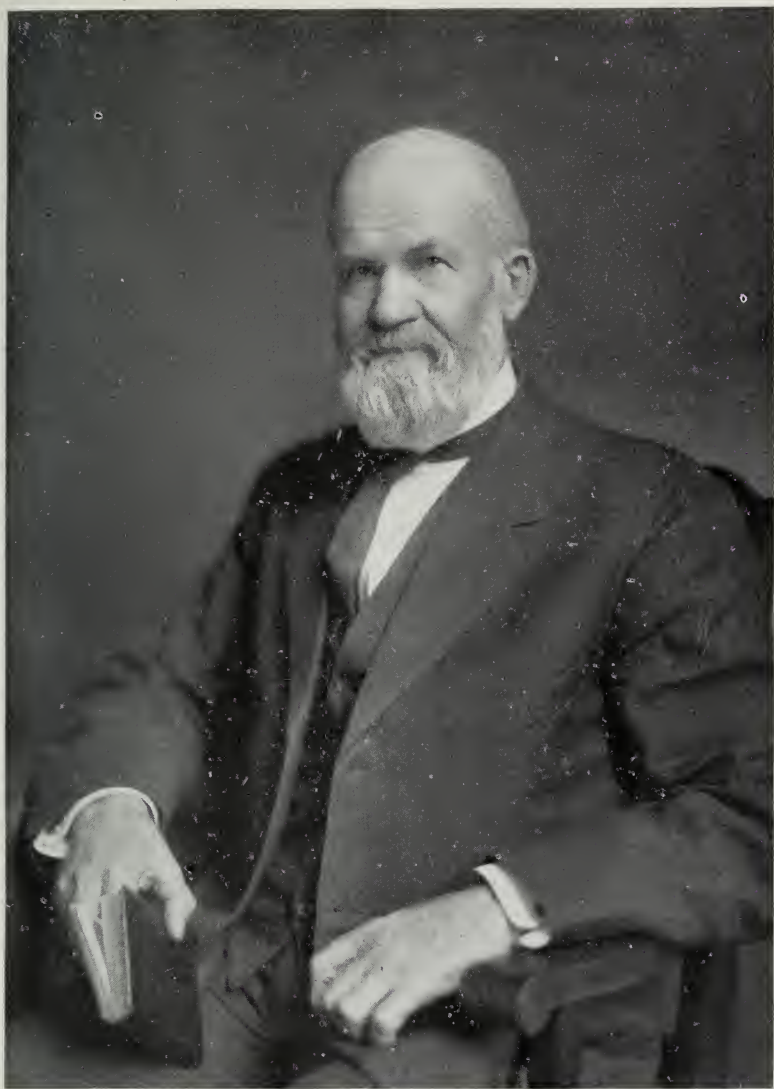
Roy Schofield, Supt. Heyworth, Ill.	1000.00
Edw. J. Braun, Supt. Twp. H.S. Saunemin, Ill.	1200.00
A. W. Boley, Supt. Cerro Gordo, Ill.	1100.00
E. W. Boyer, New Mexico	1900.00
Edgar Vanneman, Com. Work, El Paso, Ill.	900.00
Russell Courtright, Com. Work. Gibson City	900.00

Word has come to us that Oren Barr, '12 T. C., has been elected superintendent at Carthage, Ill., at \$1700.00. Earl Case, '15 T. C., was re-elected at Golconda, Ill., at \$1500.00. M. R. Staker, '14 T. C., was re-elected at Delavan at \$1500.00. Dan Shirk, who was principal at Atlanta last year, has been made superintendent at the same place at \$1125.00, and Leroy Wurtsbaugh, who went to Gridley last year at \$1000.00, has been retained in the same position at \$1250.00. The remaining men on our lists are holding themselves at high figures and some of them threaten to equal or surpass records already made.

For the most part, it seems that the young women of the school are getting about the same salaries as in former years, and there is about the same strong demand. A good many feel that the girls are not getting their dues in comparison with the men, and doubtless this is true, but there is the economic factor of supply and demand that figures in the case and possibly some unwarranted prejudice in favor of men, but the fact still remains that men are in demand.

The moral which I wish to draw from this fact is this: There are a great many of our male Normal graduates who are teaching in small positions who would be in great demand in much better positions if they only possessed a college degree. All such should get back to the Senior College as soon as possible and finish the work for the degree. The township high schools of Illinois need principals, and Normal graduates with some experience and college training make the best type of principals for these schools. There is a wide open opportunity for every Normal male graduate in the state to greatly increase his income and his field of usefulness, if he will get the necessary equipment in the form of a college degree. We offer a rather long list of senior college courses during the summer terms. We offer twelve weeks of summer school work at Normal. Three full summers equal a regular year. A hint to the wise is sufficient.

EDMUND J. JAMES



DR. THOMAS J. BURRILL.

Plate loaned us by the Alumni Quarterly and Fortnightly Notes
of the University of Illinois



BIOGRAPHY OF THOMAS JONATHAN BURRILL

Dr. Thomas J. Burrill, of the class of 1865, died at his home in Urbana, Ill., on April 14, after an illness of only a few days from pneumonia. Had he lived eleven days longer, he would have reached his 77th birthday anniversary. In the February number of the Quarterly we made mention of recent honors that had been conferred on him, and we closed those comments by the statement that he was still engaged in his scientific work with all the vigor of a youth. We were led to make that remark by remembering his activity at a meeting of the State Academy of Science only a few days before. Probably one of the last, if not the last, speech which he ever made in a scientific meeting was a brief discussion of a paper that had been read by one of the members of the academy on scientific diagnosis of incipient disease. In his brief speech he said that he was beginning to realize that the University of Illinois had been negligent, and that if it did not do something soon, it would be criminally negligent in the matter of caring for the health of its students. He said that every student who comes on the campus should have a thorough scientific examination of his physical condition so that all incipient forms of disease, which might develop to cut short his career, might be discovered in time to turn the course of events. This shows how, up to the last, he still had visions of the ministrations of science to the uplifting of mankind which are as yet entirely unrealized. We are glad to present to the readers of the Quarterly the following tribute to Dr. Burrill by President James.—Editor.

Thomas Jonathan Burrill was born April 25, 1835, at Pittsfield, Massachusetts. His parents removed to Illinois and Doctor Burrill was prepared for college in the Rockford High School. He then attended the State Normal University at Normal, graduating in 1865. For three years, from 1865 to 1868, he was superintendent of the public schools of Urbana, Illinois. He was appointed Assistant Professor of Natural History in the Illinois Industrial University in 1868 and served as Professor of Botany and Horticulture in the same institution from 1870 to 1903. He was Dean of the College of Science in the Illinois Industrial University from 1878 to 1884. He was Acting Regent in 1879, 1889 and 1890 and again from 1891-94. He held the position of Botanist in the Agricultural Experiment Station at the University of Illinois from 1888 to 1912; was Dean of the General Faculty of the same institution from 1894 to 1901; Dean of the Graduate School from 1894 to 1905; Vice-President of the University from

1879 to 1912; Professor of Botany from 1903 to 1912. On September 1, 1912, he retired and was made Emeritus Professor of Botany, receiving a retiring allowance from the Carnegie Foundation for the Advancement of Teaching. He was the author of many important reports in the field of Botany and Horticulture, and was member and fellow of several state, national and foreign scientific and educational societies. Dr. Burrill died Friday, April 14, 1916. He married Sarah H. Alexander, of Seneca Falls, New York, July 22, 1868. She survives him.

The above is a brief statement of the chief facts of Doctor Burrill's official life. They do not reveal the character and real significance of the man. He was a great scientist, an inspiring and forceful teacher, a good administrator, and a good citizen. Young men may well take him and his life as examples after which they might pattern their own careers.

Doctor Burrill's career at the University of Illinois was a unique one and no one can ever duplicate it again. He was in at the very beginning of the life of the University when the institution opened and remained in close connection with it for nearly fifty years. He not only did his teaching well but whenever called upon by the Trustees to take charge of the University or of any important department of the same, he performed that duty to the satisfaction of the men who had called him to it.

A university professor who is charged with important administrative duties should be able to meet in a satisfactory way the following demands:

He should have, in the first place, a thorough-going fundamental training of the very best quality. He should be a scholar in his own chosen specialty and be of a scholarly attitude and habit of mind in subjects near to or remote from his specialty. He should be a research man of vigor and power, able to discriminate between things that are worth finding out and things that are not. He should be a productive scholar—that is, a man who, having found out things, knows how to state them in such a way as to carry his knowledge to other minds and make it part of the permanent scientific possession of the race. He should be a good citizen and meet the ordinary duties of a man in all the different relations of life as they should be met.

Tried by these standards, Doctor Burrill was an eminent man. Probably the thing for which he will be remembered after all people have passed away who ever saw him or knew him or came in close personal contact with him will be his discovery of the bacterial origin of the pear blight, which was really the first demonstration that many dis-

ases of plants, like many diseases of human beings, hav a bacterial origin; and with a recognition of this fact came, of course, an entirely different outlook upon the world of plant pathology. The manner in which he demonstrated this fact showd that he was a scientist of the first order and that if he had been willing to concentrate himself upon the work of research alone he would hav made a name for himself in the annals of science for the quantity as wel as the quality of his contributions.

But the personal influence of the man eluding all positiv statement and positiv definition wil go on into all eternity thru the lives which he influenced as he past thru his life as man and teacher and scientist. Doctor Burrill had a large view of his responsibility to his fellow men, to his fellow citizen in the village where he livd, to the members of his family, to his colleags in the faculty, to his fellow citizens in state and nation. He was a devoted member of the church to which he belongd. He saw no conflict between science and religion. On the contrary he believd that God spoke thru the truths discovered in the laboratory as completely and fully as thru the truths of revealed religion, and he felt that God could not speak in two different ways in such a way as to hav his testimony in conflict, tho the testimony of the rocks and the testimony of the Word might be supplementary to one another and be emphasizing different sides of the same truth.

Doctor Burrill has a singular affection for individuals and for groups of individuals which showd itself in his thoughtful and kind consideration in all the varied relations of life.

I came to the University of Illinois in 1901. Doctor Burrill was vice-president of the institution. He took as much interest in my work and in my making a success of it as if he had been my own brother, and was unwearied in his efforts to smooth my pathway. He left entirely free, because of his age and experience, to giv me advice and speak frankly on possible mistakes or mistakes which I had made, but always with the effort to minimize the results of such mistakes as much as possible. He decided many things before bringing them to me at all, especially if he thought that the decision of them would involve any odium falling on my shoulders. He remarkt more than once to me: "I had a petition yesterday from so and so, and I decided it without troubling you because I knew that you could not decide it without arousing a certain amount of opposition, and my shoulders are broader than yours." And then he would chuckle in his attractive way as if he had won a great victory, as indeed he had, for me. His long experience at the University, his acquaintance with all the men, his knowledge of how the institution had grown up, his scientific

standing, his personal qualities, all combined to give him a position of rare influence in the faculty, so that when he expressed or announced a determination, most people felt as if that were settled and no matter what the decision, whether against one or for one, that it was settled honestly, sympathetically and wisely.

IN DEFENSE OF OUR SENIOR COLLEGE

The history of every developing institution, like the history of a nation, is largely a record of warfare. Those who undertake to build up a new type of institution must be prepared to defend its right to be against the attacks of rival institutions already in the field. The present effort of normal schools to develop senior colleges and thus become equipt to prepare adequately teachers of all types and grades of the common school system, including the high schools, is no exception to this rule.

At the last meeting of the North Central Association of Colleges and Secondary Schools, the sub-committee of the Commission on Standards for the Classification of Colleges and Normal Schools reported to the Commission three resolutions which were discussed at the meeting. After the discussion it was voted almost unanimously to lay the resolutions on the table. The following are the resolutions:

1. No college shall be classified as a senior college unless twenty five per cent. of its students are enrolled in the two upper classes.
2. No college shall be classified as a senior college unless it has ten full professors giving their entire time to college work.
3. No college shall be classified as a senior college if it graduates half its students before they reach their senior year.

The following paper was read by President Felmley in the discussion of these resolutions. We believe that this article would be enjoyed by the alumni even if they had no particular interest in the development of our senior college for it is a superb example of Mr. Felmley's skill as a debater. A gallant defense of a worthy cause or institution and a clear exposition of truth and justice, can be enjoyed, even in the abstract.—Editor.

This association and others like it have come in possession of tremendous power in determining the fate of institutions and of individuals within the field of organized education. It declares that no

teacher shall be employed in our superior high schools unless he holds a diploma from certain institutions. It would exclude from the ranks of teachers in these high schools all self-taught men and women—all the Faradays and Franklins, the Edisons and Spencers who have not only compassed the science of their day but have advanced the outposts of knowledge. It denies the right of teaching in these high schools to men who are actually presiding over colleges—members of this association, where they are charged with the selection of professors and determining the curricula for high-school teachers. If the history of learning teaches any truth, it is that the more powerful, original, and inquisitive mind is, the less willing it is to surrender itself to the routine of the schools. Men of the highest order in every field of human activity have come largely from the ranks of the self-taught. Yet the rules of this association leave no gate open by which these men enter the school room except through the college classroom.

This association wields a similarly arbitrary power when it declares that to be a college an institution must have ten full professors rather than nine, \$200,000 of productive endowment rather than \$199,000, and so on. It is true that standards and definitions are necessary if there is to be any sort of exclusiveness based upon things that can be counted and measured. These financial limitations, in this rich country can frequently be overcome with the beneficent result of enlarging the usefulness of the institution. But now comes a proposition that to retain its status an institution shall curtail its usefulness, shall turn away students knocking at its doors, in order to keep down the percentage in its lower classes.

To put the proposition in concrete form. If a college of 300 students and twenty instructors with 100 upper classmen, shall double its revenue, double its staff of instruction, double its enrolment by adding 300 lower classmen, it shall cease to be a senior college.

Now this degrading of an institution is a serious matter. To refuse senior college ranking is to deny to its students the right to teach in the secondary field, so far as this association can control that field. It inevitably will so impair the standing of the institution as to destroy its senior college and seriously cripple the junior college also, for experience shows that young people generally prefer to take their entire college course in the same institution. It will make this association a more select and exclusive body; for it is doubtful if any self-respecting institution heretofore ranked as a senior college will remain in the association if it be rated only a junior college.

This association should, therefore, pause before it adopts a mode

of rating institutions that may be untrue to the facts. For surely the only true test is the quality of the education the young people receive.

The sole legitimate purpose of an approved list of senior colleges is to protect high schools from incompetent teachers, by excluding such institutions as are not equipt to prepare them.

To educate teachers for their work are required adequate buildings, apparatus, libraries, and above all else scholarly, devoted, and able teachers, working under proper conditions.

Now there are at least three ways of finding whether a college or normal school is properly educating teachers. One by making an inventory of the organization, the revenues, and the educational resources of the institution available and actually used for the training of senior-college students. The second is to test the product by its actual performance as teachers in the school room, or as students in some higher institution. The third is to ascertain whether or not the college is largely absorbed in work of junior-college grade.

Which of these methods do we employ in practical affairs outside of educational circles? Must we conclude that the eggs from the poultry ranch are superior to those of the farm because the farm is largely given over to raising hay and grain or hogs and cattle? Do we decide that the eggs are good when they reach 25 per cent of the farm output? Shall we not rather judge of the breed of the birds, their food and care and housing, irrespective of the hogs and cattle?

The error comes from considering the farm as a unit with a single directing intelligence. The farmer absorbed in larger interests, might forget the chickens. But if wife, or son, or daughter cares for the poultry they need suffer no neglect. If we may conclude that the quality of a product is determined by the actual equipment, skill, and working conditions of the producer rather than by the percentage of population engaged in the work, we may still buy automobiles in Racine rather than Detroit, silverware of Tiffany rather than in Providence, shoes in St. Louis rather than in Brocton. We may even pursue higher education on the south side of Chicago in spite of the preponderance of railroads, steel works, and stock yards.

The same principle holds within the realm of spiritual contacts.

In the famous dialog between Jehovah and Abraham in regard to the destruction of Sodom, the former agreed to spare the place if ten righteous men could be found within it. He would not destroy the righteous men to punish all the wicked in the city. There was no haggling over percentages. It was an absolute number with no regard to the total population.

If the question were raised, Shall a Baptist church be founded in a given community where none exists? the next inquiry would probably be not What percent of the people are Baptists, but rather How many Baptist families live within easy church-going distance? If enough Baptist families, say fifty, are found within the area, to afford adequate financial support and to supply a sufficient attendance at church, prayer meeting and Sunday school, it will be decided prudent to establish the church no matter whether the total population of the area is 500 or 50,000.

The same principle should hold in deciding whether or not a college shall be rated a senior college. If the equipment of the college in buildings, library, apparatus, revenue, and qualified teachers available for senior college instruction is adequate, if the senior college students in attendance are so numerous as to afford in the various subjects, classes large enough to bring comradeship, emulation, many-sided discussion of the various topics considered, the institution should be rated a senior college whether the group of senior college students be forty per cent or four per cent of the entire student population.

In this case the greater implies the less, to rate the institution as a senior college implies that satisfactory work is done below. But to classify it as a junior college condemns and rejects the advanced work however worthy it may be.

The adoption of a schedule for classifying institutions according to the percentage of students in the upper classes instead of according to the actual equipment, facilities, and instruction implies that the higher work cannot be done well in the presence of a large number of junior-college students. It would mean that if in the institution mentioned before there are 500 students, freshmen and sophomores, and only 100 juniors and seniors taught by a staff of forty instructors, the school would be strengthened by dismissing 300 of the lower classmen with half of the faculty.

It seems to be the theory that the spirit and ideals of the school—what we sometimes call its atmosphere—is determined by the majority of the students. Consequently if that majority consists of young students of relatively low grade, the few upper classmen and even the instructors are guided by the standards of the multitudes below. They find it impossible to rise to higher levels of thought and purpose and method.

Does this theory hold in other sections of the educational field? Here is a village of 1,400 people in a wealthy agricultural community. There is one school building, an aggregate attendance of 330, eighty of

them in the high school, but half the high-school attendance drawn from the country. Near by is a mining town of 4,000 with 750 pupils, eighty in the high school. Shall the high-school inspector in accrediting these high schools be influenced by the fact that in one is found twenty-four per cent. of the entire school enrolment, in the other less than eleven percent?

A few of our large city high schools are developing junior colleges. Few additional teachers of superior preparation are employed for the exclusive instruction of this junior group. Frequently the students enter regular high-school classes in subjects not included in their previous curriculum. The spirit and ideals of this group differ little from that of their high-school associates with whom they mingle. No different rules obtain in regard to their conduct. In number they are a mere handful even in our oldest junior colleges of this type. At Joliet where the junior college is thirteen years old, eighty-three students out of 1,000. At the Crane Technical High School scarcely 200 out of 1,700. So far as I have learned these junior college students receive full credit at the foremost universities in this association. The criticism made upon them by our president this morning was due not to shortcomings in the schools, but to the fact that the students are too largely under parental control. Now if a junior college can do satisfactory work in the presence of from eight to eleven times as many high-school students, why may not a senior college, if properly equipped, do the same in the presence of an equal ratio of lower classmen?

Most universities carry on graduate schools. In some of these enrolment is small. There lies before me a university catalog in which the list of professors offering graduate courses is almost as large as the entire roster of graduate students. If we omit Columbia University and the University of Chicago which have a very large summer enrolment of graduate students, we find the graduate departments running below ten per cent of the entire university enrolment, sometimes as low as five per cent. They are on the same campus as the undergraduates, most of their instructors have classes of undergraduates, sometimes the same courses are open for graduate or undergraduate credit. It seems to me that if men who control our university affairs attach any real weight to the point under discussion, they would create distinct institutions after the original purpose of Johns Hopkins separate and apart from our undergraduate colleges for the sole purpose of graduate work.

The fact that the graduate departments in our universities are prospering and that no voice is raised within them for the separate

graduate is conclusiv evidence that the presence on the same campus of a multitude of low-grade is not **in itself** a hindrance to effective work. The real question is, Are the instructors, the equipment, the body of graduate students adequate? If so, mere proximity to a larger body of dissimilar students works no harm.

It may be feared that where the senior college is relatively small, a large number of lower classmen are likely to find their way into the senior college courses. This lowering of the average preparation and ability of the class must seriously impair the value of the course to the abler students. There can be no question that such dilution of class ability is an evil. But this dilution of class ability will take place in any institution unless prevented by regulations debarring lower classmen from advanced classes. Of the twelve large universities belonging to this association seven have no regulation requiring a senior to take some courses to which no sophomore is admitted. In two of the twelve reduced credit is given to a senior who registers in a course open to freshmen. In three others from thirty to eighty hours of credit must be made in courses to which no freshmen are admitted. In most of these universities the student must make at least twenty-four hours in some major subject, yet nearly all of these majors may be completed by the end of the junior year. In one university it is possible to get in classes open to freshmen all but six of the 120 credit hours required for the bachelor's degree. It appears, then, that in the case of some institutions whose rank as senior colleges is most assured, there is no sure provision against this evil. An institution with relatively few upper classmen may, through strict graduation requirements actually give better protection to these upper classmen.

In educating men and women for teaching, an occupation always demanding a high degree of zeal and consecration, the presence of a large number of students dominated by ideals of business success is a serious obstacle to the development of professional spirit. The companionship of a large body of lower classmen preparing for the same calling, cherishing the same ideals of life and work and character, animated by the same spirit of consecration is less to be feared than association on the campus or off the campus with men of alien purposes.

There are state universities in which the entire college of literature and arts is hardly twenty-five per cent. of the student enrolment. Can it be expected that the liberal arts will flourish in the midst of this horde of engineers and farmers and chemists and accountants?

Yet we hear no suggestion that any state university be put off the

list on the ground that it is largely absorbed in work of technical character and that more than 50 per cent. of its graduates are from non-literary courses.

It is suggested that much of the best culture derived from college life comes not thru the classroom. Long ago Emerson wrote: "You send your son to the schoolmaster but it is the boys that educate him." The superior elegance and social polish of the junior, the judicial poise, the effulgent wisdom and dignified demeanor of the senior impress us mightily in our salad days. A goodly number of upper classmen is necessary, if freshmen are to dwell in modest stillness and humility. In the institution with few seniors and many freshmen the area of contact is too small for successful inoculation. Without analyzing the specific value of the virus with which upper classmen inoculate freshmen, we must admit that outside of the better fraternities in which the upper classmen consciously recognize and accept their obligation to serve as guide, counsellor, and friend to their younger brothers, altogether too little culture comes to the freshman from contact with the older men. The older men tend to flock to themselves, whether they be many or few. There is little contact in the classroom. The chief agency in promoting acquaintance between upper and lower classmen is the student clubs, athletics, musical, dramatic, literary, scientific, and religious. In the college of 600 there will be nearly twice as many such organizations as in the college of 300. The opportunities for senior leadership as officers will be twice as great. Hence the actual influence exerted by each senior student is greater in the large school even if the number of seniors is no greater. But granting the weakness at this point of the colleges with a throng of freshmen, are we going to help matters by calling such institutions junior colleges? If we make them junior colleges in name they will soon become so in fact. Their students after spending two years wholly without the culture derived from the upper classmen, will knock for admission at the doors of the recognized senior colleges. Will they be turned away because of their lack of this specific culture? Or will they be admitted with their raw manners to corrupt and debase the culture of the senior college? Evidently the latter course must work serious harm to the fine traditions of the senior college that practises it; yet most of them do.

We may next consider the effect of a disproportionately large junior college upon the quality of the instruction in the senior college. If we compare a college of 600 students, 100 upper classmen, forty teachers with a college of 300, with 100 upper classmen and twenty

teachers we shall find, if their resources are in proportion to their enrollment, that there will be a larger group of well-paid men in the larger institution. There will be a higher specialization among them to the consequent advantage of the senior students. It is true that the same professor may be found teaching seniors and freshmen, but I have yet to learn that skill in teaching in the higher reaches of a science is incompatible with a thorough grasp and appreciation of its fundamental elements. Tyndall's six lectures are probably the best presentation of elementary static electricity that has ever been made. They are picked to the level of twelve-year-old boys. Yet they were prepared when Tyndall was the most famous teacher of physical science in the English speaking world. Newcomb, Asa Gray, Salisbury—many others occur to you—men of the highest eminence as university teachers and investigators, have manifested deep interest in the problems of the lower schools and have written excellent text books for them. In the institution that I know most about the most scholarly, vigorous, and inspiring teachers frequently ask to teach classes of young students. Possibly because the normal school emphasizes the art of teaching, our best men enjoy the classes who need good teaching most. I am unable to appreciate the wisdom of that tendency in the North Central Association that requires of its college members that at least heads of departments shall devote their entire time to teaching students of senior college rank. Is it true that teaching lower classmen part of the day tends to establish a low standard of performance that is a drag on the work of the upper classes? In the teachers colleges we believe that it is best that the professor who teaches American history to future high-school teachers is the man to teach the subject to future grammar-school teachers. For we expect him to know history merely as an organized body of facts and forces in the life of our nation, but also as a body of successive experiences in the unfolding life of the child. He must appreciate what historical ideals appeal to the ten-year-old,—the fourteen-year-old, and the eighteen-year-old, if he is to educate teachers of history.

Any rule of this association that confirms the tendency to educate elementary teachers in one kind of institution, high-school teachers in a different institution with different traditions, methods, standards, and ideals drives a wedge horizontally through our public-school system. There is already too great a separation between the pedagogical aristocracy of the high school and the commonalty of the grades, too little appreciation of their common problems where mutual understanding and co-operation are vital to the best interests of the schools.

Yet, if this view is wrong, if the interests of scholarship and education demand that our hundred senior college students be taught by a separate group of teachers, we may do so just as well with 500 lower classmen as with 200, providing all the time that our resources are commensurate with our enrolment.

To the writer, therefore, the proposed classification of colleges according to percentage of senior college students does not look promising. A percentage consistent with the accepted practice in graduate schools and high-school junior colleges would fix the percentage at not more than ten per cent.

If then, we are to continue to accord to institutions the rank of senior college not because of the distribution of their students but because of the actual number in the upper classes and the resources available for their instruction, the question arises, what shall be the minimum? The North Central Association has already answered this in terms of equipment and resources and teaching force. As to the number of students I should say on the average ten in each senior course offered. When a college class exceeds thirty, it is too large. The social stimulus due to numbers is overbalanced by the loss of opportunity and individual responsibility. A class of fewer than ten tends to become formal and irregular in its work. Yet some smaller classes must be expected. I suspect that in every university belonging to this association are several undergraduate classes with fewer than six students. In each of the two with largest enrolment fifty such classes exist. The tendency is, as an institution grows, to multiply rather than duplicate its courses. Hence in large institutions we find classes too small as well as too large. The only restriction I should place upon the well-endowed institution with a small senior college is that it should not multiply its courses to the point of reducing the average membership below ten students.

I am persuaded that in spite of all the time that this institution spends upon standards, upon defining income and revenue and numbers of teachers and the degrees they have received and their working hours, and the size of their classes, upon things that we can count and measure, we all feel that this affords no adequate or final test of the excellence of an educational institution. Few experienced men would buy a horse upon a statement of the pasture that he fed on, the bushels of oats and tons of hay that he had eaten, or the number of times that he had been curried. You want to look him in the eye, feel his spirit under the saddle, and try him out in harness both single and double.

The test of the school is in the performance of its graduates. Already our association has been requested by the registrars of our leading college members to provide a means for collecting the freshman records of the students coming from the various high schools on the North Central list, and that our high-school inspectors give due weight to these records in determining the status of each high school.

This gives some opportunity to evaluate the best element of every school, the inspiration and personal leadership of its teachers, an element whose value no inspector with all his counting and measuring can ever compute. When we read of the world's famous teachers, Pestalozzi, Arnold, Mark Hopkins, Agassiz, Mary Lyon, we find little said of endowment or degrees or buildings or equipment or working hours as elements of power. When we listen to our president's address this morning we were again reminded for how little they count after all in determining the character of the student, his standards and purposes, the most vital elements of his power. How dangerous it is, then, to undertake to determine the standing and opportunity of an institution upon so inconsequential a factor as the relative number of its senior college students.

UNIVERSITY FOR THE QUARTER

The following is the program for the fifty-seventh annual commencement week. The

Commencement Week

dedication of the Jesse Fell Memorial Gate is an added feature this year and the Shakespearean pageant is to be considerably more pretentious than any similar outdoor performance that we have had before. Another change in the program consists in the substitution of the address by President McKenney for the seven addresses that have been given by members of the graduating class in previous years. Only such seniors as have fully completed their work by the end of the spring term will be given diplomas. Other members of the class will receive theirs at the end of the first summer term in July. The following is the program for the week:

President's Reception to Graduating Class, Friday, June 2, 8 p. m. At the Gymnasium.

Dedication of Jesse Fell Memorial Gate, Saturday, June 3, 3 p. m.

Union Meeting of Philadelphian and Wroughtonian Societies, Saturday, June 3, 8 p. m.

Baccalaureate Address, Sunday, June 4, 10:30 a. m., President Felmley, Auditorium.

Annual Address Before Christian Associations, Sunday, June 4, . p. m., Principal J. Stanley Brown, Joliet, Ill.

Junior Reception to Senior Class, Monday, June 5, 7:00 p. m. Gymnasium.

Concert by University Choral Society, Shakespearean Pageant, Tuesday, June 6, 3 p. m. Wednesday, June 7, 5 p. m., University campus.

Annual Reception to Board of Ed-

ucation, Tuesday, June 6, 8 p. m. Gymnasium.

Closing Exercises Country School Department, Wednesday, June 7, 2:30 p. m. Auditorium.

Closing Exercises University High School, Wednesday, June 7, 8 p. m. Auditorium.

Graduating Exercises, Thursday, June 5, 10 a. m. Address by Charles McKenney, President State Teachers College, Ypsilanti, Michigan. Presentation of diplomas, Hon. Charles L. Capen, President Board of Education. Auditorium.

Annual Alumni Dinner, Thursday, June 8, 12:30 p. m.

Mrs. Pankhurst, the noted English militant suffragist gave an address in

the Normal auditorium on Friday evening, May 12, under the auspices of the

Mrs. Pankhurst at Normal Bloomington branch of the Association of Collegiate Alumnae. In her address she explained why the women of England were forced to take up the militant method of forcing the government to give votes to women, and then she told of the work that her organization is doing to help the government during the trying days of the war. Probably no better woman speaker ever addressed an audience in Normal. She is clear, forceful, and logical and exceedingly interesting. No one could well fail to agree with everything that she said if he would grant her major proposition which is essentially that women can not be happy and free and armed with the necessary power to do good in the world unless they have the right to vote.

Professor F. D. Barber, '94, who for the past seventeen years, has been teaching physical science in the University, within a few days will complete a monumental task upon which he has been working during most of the time of his career at Normal. The task is not simply that of writing a text book in some line of science. It has been rather an effort to help to get the teaching of physical science out of a deep "rut" of error into which it had fallen a good many years ago. The physical science of the high schools of a decade or more ago had become so abstract and so abstracted from life that it had little value as a school subject, other than the kind of value that is to be had from the study of higher mathematics. It was mental discipline and training in the scientific method, but it dealt with materials that the pupil seldom met outside of the laboratory.

In Mr. Barber's work in the Normal school he has tried to bring physics, particularly, back to life. He has tried to teach the things that would help the pupil to understand and, to some extent, master his physical environment. In 1906 he embodied the results of his labors along this line, in a small book, entitled: "The Elements of Physical Science." This book has been used in normal school and high school classes here in the institution, and in a few other schools with excellent results for the past ten years.

By the time the first edition of this book was exhausted a strong demand had developed among the high schools for a course in what has come to be called "First Year General Science." Since physical science is in a sense fundamental to most other branches of science and must be taught before

the others can be understood, it seemed an easy and a logical thing to do to make the Elements of Physical Science over into a course to meet this demand. In order to include in the course some important environmental materials that are not included in the field of physical science and in order to have the whole course written by men who are quite familiar with the materials used, Mr. Barber called to his aid Mr. Adams, of our Chemistry department; Mr. Pricer, of our Biological department, and Mr. Fuller, of the U. S. Weather Bureau station at Peoria, Ill. Each of these men has written one or more chapters of the book that is soon to appear, but in doing so, they have tried to adapt their materials to the plan of attack which Mr. Barber had worked out in his earlier book. Thus, while most current texts on general science have been written "from the ground up" since the demand for such books arose, the idea that pervades this book, long antedated and anticipated the demand for it. This book is in no sense a "mushroom." It is the result of long years of patient effort to solve an important educational problem.

While the writer of this review is not strictly in sympathy with the general science idea, he nevertheless believes that this book is one of great merit. He feels that if general science must come, it is well that it should come in so good a form.—ED.

Arrangements have recently been completed for the school at the Orphans' Home in the

northeast part of Training School Normal to be taken under the management of the University and made a part of the Training School. A principal will be put in charge of the

EDMUND J. JAMES

school and critic teachers will have charge of some of the grades. For the present, two or three of the present teachers in the school will be retained and have charge of their grades as heretofore. In the grades for which critic teachers will be appointed, the teaching will be done mainly by student teachers as is done in the grades of the Thomas Metcalf school. Ultimately, the whole school will be put on this basis. The student teachers at the Home will spend one-half of each day in charge of a grade and will receive a double credit for their work. This will add four hundred children to our training school, and will be ample for our growing needs in this line for some years to come.

I. S. N. U. has more athletics this spring than ever before, both in-

Spring Athletics

tramural and intercollegiate. The athletic association was financially able to extend our 100-yard track into a 220-yard, this giving a track on which to run all track events, except the 440, the 880, and the mile. These longer runs are still made on the sod around the football field, but the hope is that next year we shall be able to have a 440-yard track.

With a full track equipment, the athletic management was able to schedule dual meets. As soon as intercollegiate meets were scheduled interest in track athletics grew, and the following track and field schedule was arranged:

- April 14—Interdepartment Meet.
 - April 21—Intersociety Meet.
 - April 29—Eureka College at Normal.
 - May 6—Millikin at Decatur.
 - May 12—Wesleyan at Wilder Field.
 - May 27—State Meet at Illinois College.
- The interdepartment meet was the

most successful intramural track meet ever held on the campus. Over forty men, representing three departments in the track and field events. The bad weather had kept back the work on the new part of the track and consequently no hurdle races were run. This may account for the fact that we have been very poor in the hurdles all through the season. The results of the meet were:

Teachers College	5
Commercial-Agriculture	2
Manual Training	2

April 21, the date for the intersociety meet, was so cold and wet that the meet was postponed to Tuesday, April 25. When April 25 came, the weather was no better, and so the meet was canceled because of the meet with Eureka College on April 29.

Altho two out of the three collegial dual meets have been lost, those met have kept up interest. April 29 saw the first college track meet ever held on the I. S. N. U. campus. No records were broken, but the performances on the soft tracks showed ability in the Normal men. Eureka was easily defeated, 78 to 43. Millikin defeated Normal on the Millikin field 80 to 41. Normal was handicapped by the fact that the baseball team was at Illinois College on the same date and because of the inability of Cox to go.

Wesleyan won in a hotly contested meet, the winning of the places in the broad jump won for Wesleyan, 62 to 48. In this meet Miller, of Normal, broke the record in the javelin throw by throwing the javelin 180 feet inches. The Normal one-mile relay team has won two of the three dual relays, losing to Millikin by a few inches.

Normal will send a team of ten men to the I. I. A. A. meet at Illinois College May 27. These men are: Ritter, Butler, Yeck, P. H. Miller, Hacker, McBride, C. R. Smith,

Eaton, West, Gillis. We are weak in the hurdles, the shot, the discus, and the broad jump; but strong in the mile, the 880, the 440, the 100, the javelin, the high jump and the relay. With our strength in these events, we shall make the best showing we have ever made at the I. I. A. A. meet.

On Thursday, May 11, we had a rather novel program at general exercises in the form of a booster meeting for the literary interests of the school.

Miss Mabel Stark, of the faculty, acted as chairman, and, after taking charge, called Mr. Sanford, teacher of public speaking; the eight debaters of the inter-normal debates, and Mr. Geneva, the winning orator of the oratorical contests, to the platform. The members of the University Band were on the platform and were given the first opportunity to toot their horns. After this Mr. Sanford made a speech about the different contests, and he was followed by Mr. Geneva. Mr. Geneva first spoke of the appreciation that he and the other contestants felt of the loyal support that they had received from the student body, and then closed his speech by presenting to Mr. Sanford a gold key as a remembrance from the contestants.

Following this the presidents of the Wightonian and Philadelphian societies were asked to speak as the guardians of the chief literary interests of the school. It was brought out in one of the speeches—you may guess which one—that seven of the eight debaters were Wightonians, Mr. Geneva being the only Philadelphian of the bunch.

Plans are already made for a much earlier selection of debaters for next year, and we hope to have a better story to tell a year from now.

Mr. Merton J. Lyon, who for the past five years has been assistant instructor in manual training in the University, has resigned his position and seeks a larger field in which to work.

Mr. Lyon has been a very popular instructor in his line and every one who knows of his work is convinced that he is capable of filling a much better position than his present one would ever develop into. Besides teaching manual training, Mr. Lyon has been the efficient coach for the athletic teams of the University High School. In his work he has been unusually successful. During the five years his football teams have won enough games to have a percentage of 750, and his basketball teams have a percentage of 840.

The high esteem in which Mr. Lyon is held by his students is shown by the fact that on May 2 the men of the manual arts association and the athletes of the University High School gave him a complimentary banquet and presented him with a valuable present. Seventy-five men were present at the banquet, and a fine program of toasts was given. The best wishes of every one in Normal will go with Mr. Lyon wherever he goes for his future work.

Evidently we have not yet reached the end of the organizing of clubs among the students.

German Society The latest organization to appear is one formed of the students interested in the study of the German language. This raises our number to thirty-two student organizations. There seems to be no limit to the ambition of Normal students to avail themselves of opportunities for self-improvement.

Miss Lillian K. Sabine, who for the past five years has been the teacher of rhetoric in the University, and patron saint of the Viddette, resigned her position at the end of the spring term to accept a similar position in one of the high schools of Washington City. Since coming to Normal, Miss Sabine has made many friends among the people of Normal and Bloomington, who, together with her many students, will regret her leaving.

Miss Sabine's place in the faculty has been taken by Miss Grace Thomasma, whose home is at Grand Rapids, Michigan. She is a graduate of the high school at Grand Rapids, of a normal school in the same city, and has her bachelor's degree from the University of Michigan. She was doing graduate work in the University of Michigan immediately before coming to Normal. For six years she lived in Japan, spending the first two of those years in studying the language and philosophy of the Japanese people in a school in Tokio, and four years as a teacher in a girls' school in Tokio.

Prof. W. T. Bawden, who organized and conducted the manual training department of the University for several years, has recently accepted a professorship in the department of education at Columbia University. After leaving Normal Dr. Bawden spent two years as assistant dean in the College of Engineering at the University of Illinois and then went to Columbia to study for the Ph. D. degree. After completing the work for the degree he accepted a position in the department of education at Washington, D. C., and resigned this position to return to Columbia.

On April twentieth, the building committee of the Board of Education let the contract for the building of the new women's dormitory. The contract for the main part of the building was let to the Fitzsimmons Construction Company, of Springfield, Ill. The heating and plumbing contract was let to A. L. Eichholz, of Carbondale, and the wiring contract to Mr. T. I. Davis, of Normal.

The building is to be located directly south of the Gymnasium building. The original plans call for a building in the shape of the letter "E" but the appropriation is not sufficient to complete the whole building at the present time. Consequently, the main stem and one of the wings will be built at present and the other wing will be added when another appropriation is obtained. There are to be three stories and a basement, with ample kitchen and dining room space for the roomers of the complete building, and for a good many outside boarders. The part of the building to be constructed the present year will accommodate eighty-three girls and the complete building will accommodate 135.

President Charles E. McKenney, of the State Teachers' College of Ypsilanti, Michigan, has been chosen as the speaker at the annual commencement exercises on June 8. President McKenney is a very able speaker and one of the leading educators of the country. Doubtless the change from the former plan of having seven graduating themes delivered by members of the graduating class will be appreciated by the commencement audience.

One of the most successful organizations about the University is its lecture board. This board is composed of three faculty members, three students, and the ministers of the four churches of the city. Messrs. Peterson, Westhoff, and Sanford are the faculty members. During the past year an exceptionally strong lecture course of six numbers was given and an extra concert by Mr. Clarence Whitehill was given. Most people who hear Mr. Whitehill pay two or more dollars for a seat, but at Normal fifty cents was the maximum price. Notwithstanding this low price, the board made enough money from the undertaking to purchase a \$275.00 Edison phonograph, and there is still enough money in the hands of the board to enable them to give several free entertainments during the spring term. These entertainments are to consist of a musical program by the films of different Shakespearean plays. The first of these was given on Saturday evening, May 13. The films of the plays are intended to be a part of the Shakespearean celebration which is to culminate in the pageant during commencement week.

The most pretentious outdoor dramatic performance ever undertaken by the University is the Shakespearean pageant which is to be given on the campus on the sixth and seventh of June. This is Tuesday and Wednesday of commencement week. The pageant will display the history and development of the drama up to the time of Shakespeare and will contain many scenes and characters taken from Shakespeare's plays. The lines of the pageant have been written by a faculty committee, of

which Miss J. Rose Colby is chairman. Miss Grace Arlington Owen, of the faculty, is the director and Miss Clark and Miss Baker, of the physical training department, will train the dancers and other actors. Mr. Westhoff and Miss Hall are in charge of the music and have been granted the right to spend several hundred dollars on this feature of the performance. Miss Cooper and Miss Davis, of the Domestic Art department, are in charge of the making of the costumes and for some weeks they have had two sewing women at work on the task.

The high schools of Normal and Blomington and the Wesleyan University are to join in the movement, and in all, it is expected that five or six hundred people will appear in the pageant.

This should be an unusual attraction for alumni to return during the commencement week, which will begin with the president's reception to the senior class on Friday, June 2.

The spirit of improvement and local pride in the city of Normal has made possible, what seems at the present writing, a successful anti-fly campaign. A

good many cities over the country have attempted this thing in recent years but from present prospects, we believe that Normal will be more successful in the undertaking than any other city has been up to the present time. Since this is a worthy enterprise, and since many Normal alumni are in positions to make similar undertakings in their communities, we believe that a brief account of our campaign will be of interest and value.

For two or three years the local Women's Improvement League has been anxious to undertake this thing. Early this year the students and fac-

ulty members of the Biology department of the University decided to join forces with the women of the Improvement League in an endeavor to work out the problem. Every week since early in February, Mr. J. L. Pricer has contributed an article on the dangers of the house fly and the feasibility and methods of its eradication. On April 4 a general community mass meeting was held, at which Dr. R. E. Hieronymous, Community Advisor for the University of Illinois spoke on the topic of "Community Betterment." Mr. Pricer also gave an illustrated lecture on "The Life History and Disease Spreading Propensities of Flies." Following this meeting about thirty students made a complete survey of the city for fly breeding material, such as manure heaps, open out-door closets, and the like. Pamphlets describing the fly nuisance were distributed to every house in the city, and Congressman J. A. Sterling mailed a couple of bulletins from Washington to all citizens whose names are in the telephone directory. The student surveyors discuss the plans of the campaign with the people as they made the survey and secured a promise from nearly all to do the things necessary to keep flies from breeding on their premises.

After this campaign of education was completed, and the people were strongly committed to the project, the city council revised its sanitary ordinance so as to make it unlawful for any citizen to permit any fly breeding material to be open to flies on their premises. With the strong public sentiment that is now back of the movement we believe that it will be an easy matter to have this ordinance enforced.

As an aid to the city authorities in the enforcement of the ordinance, a group of boy scouts has been organized.

These boys are to be divided into patrols and each patrol will be assigned to a certain section of the city and will keep a sharp lookout for any fly breeding material. If any such is found the fact will be reported to Mr. Pricer, who will seek to have it removed voluntarily, and if he fails in this, will report it to the city official.

The Women's Improvement League raised a fund of money with which to pay an efficient scout master to have charge of the boys. With all this equipment, we seem bound to succeed in making Normal practically a flyless town. If we can succeed in this we believe that the students will carry the plan of operations to many local communities over the state and that much good will result from it.

The Edwards Medal contest was held this year on March 2. Mr. William B. Geneva was

Oratorical Contests

the winner in the oration and Miss Laverna Means was the winner in the reading. On April 7 these two, together with Mr. Paul Peak, took part in the state contest which was held at the Macomb Normal School, Mr. Peak being the contestant in extemporaneous speaking. Both Mr. Geneva and Mr. Peak were chosen by unanimous decisions, and Miss Means lost by a two to one decision. On May 5 Mr. Geneva represented the state in the Inter-Normal Oratorical contest at Springfield, Missouri where he succeeded in winning second place. The orator from the Iowa State Teachers' College won first place in the contest, this making five consecutive contests that that school has won. On the way back from Missouri Mr. Geneva went to Rock Island to take part in the state inter-literary contest, and won first place.

The people of Magnolia, Putnam county, Ill., have recently organized a township high school district and they have decided to call the school "The Magnolia Colonel Hovey Township High School," in honor of General Hovey, the first president of the Illinois State Normal University. President Felmley was notified of the fact by a letter from County Superintendent Walter A. Paxson, of Putnam county. President Felmley had copies of the letter made and sent one to Dr. John W. Cook and one to Mrs. Hovey.

About fifty men are playing baseball this spring. Four department teams are playing a schedule of twelve games in which each team plays every other team twice. At present the standings are as follows:

	W.	L.	Pct.
Com.-Ag.	3	0	1.000
Country School ...	2	2	.500
Teachers College..	1	2	.333
Manual Training..	0	2	.000

Intercollegiate baseball victories at Normal this season have been few. Only one man from the 1915 team is in school now, and so a complete team had to be organized. The only game won was the first one, Lincoln being defeated by 3 to 2. Following this, Bradley, Wesleyan, Illinois College and Lincoln have defeated Normal. Charleston Normal School and Wesleyan are still to be played.

The Jesse Fell Memorial Gate which stands at the entrance of the campus from North street will be dedicated on Saturday, June 3, as one of the events of commencement week.

This gate was built mainly by money raised by the Women's Improvement League of Normal, and by funds contributed by alumni of the school and other friends of the school and of Mr. Fell.

The program of the dedication exercises will include addresses by President Felmley, President E. J. James, of the University of Illinois; Dr. John W. Cook, of the DeKalb Normal School; Captain Burnham, of Bloomington, and Colonel D. C. Smith, of Normal.

The gate will be finished by having ornamental lights placed on the main pillars and by a couple of bronze plates with suitable inscriptions.

The city of Normal is making a fair bid to be placed more prominently "on the map" by claiming the reputation of being the cleanest and most

sanitary city in the state. Mayor O. L. Manchester is frequently referred to in these days as being the man who, during the past ten years, has "pulled the city out of the mud." This has been done so well that all our principal streets, which once were a sea of mud in the spring time, are now splendidly paved. Since the beginning thanks to the foresight and public spirit of Jesse Fell, we have boasted of beautiful trees, but up until our paving campaign began we had miserable brick sidewalks under these trees. Now practically all the brick has given place to cement and the improvement idea has extended to the houses until on some streets there is scarcely a house that has not been remodeled and painted. All the churches of the city have been rebuilt or remodeled and we have a splendid new public school building. Within the last year two splendid business

The City Beautiful

buildings have been built, and tungsten lights have appeared in the business section. During this improvement era two splendid buildings and a heating plant have appeared on the campus of the University, and a third building is soon to be erected. During this period, also, Mr. Bruno Nehrling, an efficient landscape gardener, took charge of the campus and every ugly corner and the bases of the buildings have been decked with a garland of shrubbery. This line of improvement has overflowed from the campus into the city, where the Women's Improvement League and many private citizens have decorated the substantial background of pavements, sidewalks, and painted houses. Normal is no longer the tumbled-down, weather-beaten, muddy village that many alumni remember.

The triangular debates with the normal schools at Oshkosh, Wis., and at Terre Haute, Indiana, were held on Friday, April 29.

Inter-Normal Debates

The question debated was the same as that debated at the inter-society contest in December, viz.: Resolved, "That the Principle of State Socialism is Better Than That of Free Competition." Our affirmative team, consisting of Messrs. Grover Kerr, George E. Smith, and Lewis Millman, lost to Oshkosh by a two to one decision. Our negative team, consisting of Messrs. Geneva and Throgmorton and Miss Alice Gasaway, won from Terre Haute by a unanimous decision. Oshkosh won both debates and Terre Haute lost both.

THE ALUMNI

TO THE ALUMNI

The Alumni Dinner has become the biggest "Home coming" event of the year. In 1914 two hundred forty were served at the dinner. No doubt you will arrange to be in Normal on Wednesday evening for the pageant and we, the Executive Committee of the Alumni Association, take this opportunity for ascertaining whether or not we shall reserve a place for you at the Alumni Dinner, Thursday, June 8, at 12:30. There will be more alumni in Normal at that time than ever before, and it will be a great opportunity to visit with old schoolmates, and to talk over old times—good and bad. You may bring your friends with you.

Get your name to F. D. Barber, treasurer, before Saturday, June 3. The cost of the dinner is \$1.00 a plate. If there are certain people with whom you desire to sit, name them when you write. If you will

name your class, the committee in charge wil try to seat the class together. Don't put this off, for there is room for only three hundred.

H. HARRISON RUSSELL, '08,
EUNICE BLACKBURN, '08,
OLIVE LILLIAN BARTON, '99,
F. D. BARBER, '94,
WINFIELD SCOTT, '13,
ARCHIBALD MESSENGER, '13,
Executiv Committee.

Chicago I. S. N. U. Club Banquet

The annual reunion and banquet of the Chicago I. S. N. U. club was held at the Kaiserhof Hotel, Saturday evening, May 6.

Dr. Edmund J. James, '73, president of the University of Illinois, was guest of honor.

The attempt at holding a reception before the dinner was, as it usually is, a failure. Everybody is so glad to see everybody that no receiving party can be kept in line, and no guest can wait upon the formality of introduction. So the buz of conversation waxt loud or waned to decorus tones as friend met old friend and greeted new ones.

Each year some old timers ar mist at our gatherings. Dr. Henry McCormick, whom the club considered one of its own, so regular in attendance is he, was not with us this year and we mist him. "Absence makes the hart grow fonder," but we like **presence** better, and sincerely hope that Henry McCormick, '68, may be at our next meeting.

I. Eddy Brown, '74, president of the club, was master of ceremonies and after the social time led the way to the dining room. One hundred seventeen members and guests sat down to the tables in groups of classmates or class friends.

After the invocation the business

was transacted. The offisers for the next year ar Edmund B. Smith, '88, president; Essie Chamberlain, '08, vice-president, and Anna Weimar, '03, secretary-tresurer.

Two committees, one on membership and one on publicity, ar to be formd. The work of naming and directing the committees was placed in the hands of Anna Foreman, 02, 6252 Stony Island avenue.

The program of the evening began with a tribute by Mrs. Mary Gaston Tear to Robert A. Childs, whose deth last December was noted in the February Quarterly. The miuute wil be found in full on another page of this number.

The musical numbers wer given by Mrs. Amy Kellogg Hovey-Straight, who has before entertained the club with her beautiful voice. That she bears the name **Hovey** is sufficient in itself to win for her the loyalty and affection of every alumnus of the I. S. N. U. A grand-niece of Gen. Hovey, the first president of the Normal school, named for one of the erly graduates who was for many years a teacher of note in the Chicago schools, and the possessor of an unusually powerful and pleasing voice, literally singing herself into the harts, makes Mrs. Hovey-Straight a most welcome guest at the meetings of our club.

Dr. John W. Cook came to us with "Remarks" and the stories which made up the remarks awoke many memories of Normal school days. We listened to the speaker's account of a debate between himself and "Tom" Burrill at the close of which he found that he had been talking on the other side—for his opponent instead of against him. It was news to us to hear that John W. Cook one time did not know "where he was at." The experience of his listeners was that he was always perfectly well acquainted with his own mental whereabouts as well as that of each separate and individual student.

Dr. Cook paid tribute to the memory of Mary Coffeen Childs, wife of Robert A. Childs; to Thomas J. Burrill, his classmate, who has recently died, and to Aaron Gore, of fame as a Western educator.

At this point in the program the "Early Alumni" were introduced—those who graduated previous to 1890. It was found that there was of the graduates between '60 and '65 one present and one represented by letter. Six present whose years come between '65 and '75, and fourteen whose years are between '75 and '90. Five of the last group were members of the class of '88.

Dr. Edmund J. James, '73, gifted son of our Alma Mater, one whom we delight to honor, was the next speaker. He presented in a new light the little irregularities of student life. Being the butt of a joke is by no means a misfortune for the boy or girl. The gall of frankness with which one student is wont to treat the weakness of another is often times the very incentive needed to correct fault of manner and bad habit of mind. To the members of his class as much as to his teacher the boy owes training—training that

counts for much in later life training that is real education.

Dr. James illustrated and proved these deductions by relating some of his own escapades while a student at Normal. He left untouched and untold his zeal in the study of the political and social sciences of the day. He was one of the first advocates of special education for all classes—that the needs of modern life must have precedence in school and college courses. Had he been present at the conference of the Vocational Education Association of the Middle West, held in Chicago last March, he would have learned that the ball he started is still rolling and daily gathering impetus.

It was the great regret of John D. Shoop, superintendent of the Chicago Public Schools, that he had not been born in Illinois, that he had not attended an Illinois normal school, and that he was not a member of the I. S. N. U. Chicago Club. He could only attach himself to the edges of things which have to do with the University. Modesty forbade him to say that he was quite in the center of things in the educational life of Chicago. He reiterated the idea presented by the previous speakers that it is running up against the stone wall that creates desire, that develops the frame of mind necessary to surmount obstacles. Mr. Shoop closed his address by quoting one of B. L. Taylor's poems illustrating and proving his statements.

"News from the Old Normal" is always an interesting topic to us, and was the subject of Dr. Felmley's talk. His regret also was that he could not count himself an alumnus of the I. S. N. U. We consider him so thoroughly inoculated by his years of service to that institution as to be immune from the influence of any other kind of

school. We believe him to be wholly and thoroughly a Normal man.

Here is the "news:"

The new power plant is now in operation. It furnishes light, water and heat for the whole institution—is effective and most satisfactory.

The Woman's Dormitory for which an appropriation has been made will be the new building this year. It is to be located on the west side of the campus, about 100 feet south of the gymnasium building.

In addition to the summer terms a mid-spring term beginning May 1 is now in progress. This is for the benefit of southern Illinois teachers who have a seven months school year.

The Extension Work has been found highly successful and there are now sixteen centers where classes, made up of teachers who wish to take advance work in certain educational subjects, are held one day in the week and are taught by some member of the faculty.

The Soldiers' Orphans' Home has been annexed to the I. S. N. U. as a pupils' training school. This is a state institution and for some time has been used as a home and school for dependent children. Normal students now go out and teach classes there.

These are some of the new things done and in progress at Normal.

Dr. Felmley asks for our co-operation and help in projects now on the way and for those which are needed in order that the University may keep pace with the advancement in educational matters of today.

First. The Alumni Quarterly, a magazine the object of which, as its name signifies, is to dispense news of graduates and chronicle doings at the University, should receive our support. It appears four times a year and costs fifty cents per annum.

There are now about 650 subscribers.

The Students' Loan Fund which is for the benefit of worthy students in their senior year has been tried out satisfactorily. Small sums are loaned for one year at a low rate of interest in order that the student may complete the course. More could be accomplished were there more funds.

A new Alumni Register is to be gotten out in 1917. Prompt and full replies to the questionnaire soon to be sent out will be greatly appreciated by the compilers.

Co-operation when appropriations are asked would be of great benefit. A Men's Gymnasium and Science Hall are needed. Some of the alumni are in positions to urge legislation providing funds for these buildings. This would be a gracious way to repay past benefactions.

And, lastly, Dr. Felmley gave us a hearty invitation to come down next year and hold our reunion at Normal the first Saturday in May.

This brought the program and the evening to a close. Mr. Brown and his executive committee deserve commendation and thanks for the good time, good eats and good program they managed for the club.

May there be many more delightful gatherings of Normal people living in and around Chicago.

Names of those present at the banquet May 6:

Blanche D. Abbot, 3142 Logan Blvd.

Ethel Albright, '14, Riverside, Ill. Teacher.

Ella M. Andrew, '92, 4520 Dover St. Louise Ayers, Chicago.

Mrs. Mary Pennell Barber, '67, 5448 Cornell Ave. At home.

Annie J. Beattie, '99, Chicago.

Mamie L. Bechstein, '03, 544 North Leamington Ave. Teacher.

Mrs. Pauline R. Berkstresser, 1100 Republic Bldg., Chicago.

Mrs. (W. T.) Addie M. Boston, Yorkville, Ill. At home.

Julia A. Bowling, 5736 West Lake St. Teacher. (Robert Emmett School).

Mrs. (E. R.) Emily Sherman Boyer, '79, 432 West 61st St. Homekeeper.

Mendel E. Branom, '10, Minier, Ill. Teacher.

Mrs. Ora Jane Bretall, '09, Oak Park, Ill.

W. H. Bretall, Oak Park, Ill. Auditor.

Mrs. Eva Pennell Brown, Normal, Ill. At home.

I. E. Brown, '74, 432 North Grove Ave., Oak Park, Ill. Teacher.

Mary Johnson Brown, 432 North Grove Ave., Oak Park, Ill.

Mrs. H. Amelia Kellogg Bryant, '73, 4535 Greenwood Ave. At home.

Clyde L. Burtis, '99, 7036 Parnell Ave.

Mrs. Clyde L. Burtis, 7036 Parnell Avenue.

Guy S. Burtis, '00, 7139 Normal Ave.

Mrs. Guy S. Burtis, 7139 Normal Ave.

Robert Guy Buzzard, '14, 5719 Kenwood Ave.

Sophia Camenisch, '01, 6143 Ellis Ave. Teacher (Parker High School).

Janet G. Catiion, 5531 Kenwood Ave.

Mabel R. Carter, 5530 Blackstone Ave. Graduated student U. of C.

Essie Chamberlain, '08, 205 North Euclid Ave., Oak Park, Ill. Teacher.

Wm. H. Chamberlain, '76, 6042 Ingleside Ave. Principal (McCormick School).

Mrs. Wm. H. Chamberlain, 6042 Ingleside Ave.

Minnie A. Chamberlain, 6042 Ingleside Ave.

Mrs. Buel P. Colton, 3600 Michigan Ave

Mrs. Elizabeth Ross Cook, '79, 2150 North Racine Ave. At home.

Dr. John W. Cook, '65, DeKalb, Ill. President N. I. S. N. S.

Ethel F. Cooper, '13, Green Hall, University of Chicago.

Eva S. Cowan, 1011 East 41st Place. Teacher.

Mrs. (Walter) Genevieve Clarke Dakin, '00, 481 Division St., Elgin, Ill.

Mrs. Laura Masters Donaldson, '03, 4411 North Winchester Ave.

Katherine L. Edwards, 520 Leamington Ave. Teacher (Shepard School).

Dr. David Felmley, Normal, Ill. President I. S. N. U.

Mrs. Sarah E. Raymond Fitzwilliam, '66, 4824 Vincennes Ave. At home.

Naana Lynn Forbes, 5535 Kenwood Ave.

Anna Foreman, '02, 6252 Stony Island Ave. Teacher.

Mrs. Helen James Frazer, Evanston, Ill.

Edward S. Freeman, '10, 5600 Drexel Ave. Graduate student, U. of C.

George H. Gaston, '93, 5312 Ellis Ave.

Mrs. George H. Gaston, 5312 Ellis Ave.

Lucy Page Gaston, 1119 Woman's Temple, Chicago.

P. E. Grabow, '93, 2348 Seminary Ave. M. D.

Mrs. Paul E. Grabow, 2348 Seminary Ave. At home.

Edna B. Gray, '07, Riverside, Ill. Teacher.

G. Charles Griffiths, '92, St. Charles, Ill. Saint Charles School for Boys.

Eleanor Hampton, '94, 552 North Central Ave

Mary Hartman, Normal, Ill.

Dudley Grant Hays, '90, 1641 Estes Ave. Principal.

Sarah McGill Hennen, '91, 4809 Washington Blvd. Principal (Scammon School).

Rufus M. Hitch, 4730 Kenmore Ave.

Celia Holdener, '12, Riverside, Ill. Teacher.

Sarah M. Hummel, '01, 110 Ashland Blvd. Post Graduate Medical Work.

Dr. Edmund J. James, '73, Urbana, Ill. President U. of I.

Margarethe E. Janssen, '13, Riverside, Ill. Teacher.

Norman Keith, '09, Chicago. Teacher.

Mrs. Norman Keith. "Teacher's housekeeper".

Emma L. Lee, '97, 3142 Logan Blvd.

Katherine P. Lucey, '00, 920 Leland Ave. Teacher (Nicholas Linn H. S.).

Mrs. Maxwell McPherson, '82, 1734 Camp Ave., Rockford, Ill. Private tutor.

Mrs. E. E. Means, 1512 Euclid Ave., Chicago Heights, Ill.

Helen Middlekauff, '81, 5717 Kimbark Ave. Student U. of C.

Margaret E. Miller, 42 West 15th St., Chicago Heights, Ill.

Alice Moran, '11, 3840 Sheffield Ave. Teacher.

John C. Mountoy, '85, 2043 Mohawk St.

Kathryn Murphy, '11, Braidwood, Ill. Teacher.

Edith A. Parker, 404 North Maple Ave., Oak Park, Ill.

Edmund C. Parker, '47, Oak Park, Ill. Railway Mail servis.

Clara Penstone, '02, Normal, Ill. Teacher (I. S. N. U.).

Effie M. Pike, '97, 4948 Indiana Ave. Student U. of C.

Lydia B. Rademacher, '14, Riverside, Ill. Teacher.

Arthur O. Rape, '01, 6032 Ingleside Ave. Principal (Ray School).

Sallie Reeder, '09, West Chicago, Ill. Teacher.

Mrs. James Reeder, Bloomington, Ill.

F. M. Richardson, '88, Chicago Heights, Ill. Superintendent.

Mrs. F. M. Richardson, Chicago Heights, Ill.

Vesta E. Rogers, '15, Oak Park, Ill. Teacher.

Mary Ross, Odell, Ill.

Frances W. Rowland, 1501 Wesley Ave., Evanston, Ill. At home.

Medora Schaeffer, 15 North Oakley Blvd.

John D. Shoop, superintendent Chicago Public Schools.

Mrs. John D. Shoop.

Cora A. Smith, 3023 Broadway, Chicago.

E. B. Smith, '88, 5474 Greenwood Ave. Principal (Revere School).

Mrs. E. B. Smith, '88, 5474 Greenwood Ave.

Emma E. Sparks, '13, 1156 East 56th St. Student U. of C.

Minnie L. Spawr, '08, 5523 West Huron St. Teacher (Howe School).

Emma Stetzler, '98, 2356 South Lawndale Ave. Teacher (Gary School).

Mrs. Amy Kellogg Hovey-Straight, Bloomington, Ill.

J. A. Strong, '96 and '10, Oak Park, Ill. Principal.

Alpha Stuart, '72, 2212 Warren Ave.

Clara E. Trimble, '01, 11134 Indiana Ave. Teacher.

Mrs. Mary R. Tear, '81, 5239 Ingle-side Ave. Teacher (Ray School).

Fred Telford, '06, Western Springs, Ill.

Mae McGuire Telford, '04, Western Springs, Ill.

Mrs. Hobart H. Todd, '07, 326 Wesley Ave., Oak Park "Mother."

Laura Van Pappelendam, 5338 Blackstone Ave.

Maud A. Valetine, '90, 943 Wilson Ave.

Frances Waldron, '03, 6226 Kim bark Ave. Teacher.

Mina M. Watson, '88, 3627 Lawn dale Ave. Teacher.

Roy F. Webster, '03, 820 Addison St. Teacher.

May Weddle, 3101 Washington Blvd. Teacher.

Anna M. Weimar, '03, 2057 Powell Ave. Teacher (Tuley H. S.).

Frances Welty, Riverside, Ill. Teacher.

Helena Woltmann, '03, Chicago.

Chicago Alumni

At the Ray School, Chicago, there was recently held a most satisfactory meeting. There is an active Parent-Teachers' Club, with its evening meetings, but the teaching corps, under Mr. Arthur O. Rape, '04, voted to invite parents Friday afternoon, February 25, to view the actual work as it is going on in the various rooms. The district superintendent, Mr. Orville T. Bright, so well known to many of our friends, was there, and fortunately Dr. Cook, visiting his daughter, Mrs. Gale, residing just across the street, came over. There are among the Ray school teachers these Normalites: Frances Waldron, '03; Anna M. Brewer, '07; Cora Mull and Mrs. Mary R. Tear, '81.

There were assembled nearly 200 friends, and after the dismissal of the children, Dr. Cook gave a most acceptable talk in the assembly hall, demonstrating the paradox that he who has to, does things, and he who does things is the one who doesn't have to.

The address, most happily received, was followed by light refreshments.

More encouragement of free intercourse among parents and teachers usually leads to more complete understanding, and less working to cross

purposes. Mother comprehends more fully Johnny's inattentiveness in comparing him with neighboring Willie, who is successfully moving up the ladder, when she sees his wandering eyes and hears his ill-timed answers. And teachers' difficulties loom large in the mother's minds when they spend an hour at her side. All success to the union of mother interest and teacher inspiration.

John C. Mountjoy, '85, lives at 2043 Mohawk street, with his son and daughter, who are in their senior years at the Waller High School.

Mr. Mountjoy is still a publisher and dealer in school supplies, dividing his time between the office and "on the road." He says that when on these business trips it is one of his greatest pleasure to find that so many of the school superintendents who are really making good have received their training from our Normal.

Some years ago Mr. Mountjoy solved the problem of supplying material for bird and nature study in schools by the use of color photography.

Living Zoos are available to but few. Museums are nearly as unavailable. Mounted specimens are too expensive for the ordinary school, and besides call for the lives of the specimens.

Using colored photographs he has prepared charts showing birds and other subjects in natural colors, characteristic attitudes and native locations. These charts are 24x34 inches in size, are arranged systematically and are displayed on a standard making them easily accessible and portable.

The day of conversion is upon us and Mr. Mountjoy has in mind the protection of birds and the saving of wild flowers by arousing in the child

an interest in wild life. Birds, bugs and flowers may be identified, observations verified, and the desire to know having been awakend, the study of Sammy Jay, Bob White and Peter Rabbit goes on with protection assured to the little meadow and forest folk.

One set comprises forty-nine charts twenty-five of which are of native birds. The remainder are of plants, mammals, insects and trees with three for structural study.

Recently they have been revised and enlarged.

Among those highly commending the Mountjoy study charts are the names of Dr. N. A. Harvey, '89; Dr. Charles Fordyce, '82, and Mrs. Lida Brown McMurry, '74.

John Hull, class of '60, who is developing a cherry farm in Door county, Wisconsin, replies to Mr. Brown's invitation to the reunion and banquet of '16 with this note:

2402 Wells St., Milwaukee, Wis.,
April 21, 1916.

Mr. I. E. Brown, Chicago.

Dear Friend:— I am long past due at Waupee orchards for the spring campaign there, and now that my physician has given his consent, I must meet the call that leads to Door county. So I cannot be at the dinner of the Chicago Club of the Normal University, May 6.

With thanks for the special notice and invitation to the club meeting,

Yours truly, John Hull.

A very pleasant note from Margaret Hunter Regan, who, with her husband, Levi T. Regan, belongs to the class of '70, has been received. She says:

Mr. Regan is completing his twenty-fourth year in the Sherman School

in this city. He has not lost a day from school in eighteen years.

I have not taught school since we were married; I have simply been a home maker, with interests in various outside matters sufficient to fill all the time not claimed by home cares.

Altho our duties have prevented our meeting often with the Alumni, yet we have never lost our interest in our Alma Mater, nor have we lost the influence of the lives and work of Dr. Edwards and Dr. Hewett and Prof. Metcalf and Dr. Cook and others of the faculty who made the school what it was in the seventies. We have known less about the normal since then, but have reason to believe that the good work has gone on.

Yours very cordially,
(Mrs. L. T.) Margaret Hunter Regan.

Andrew Melville, Secretary

Andrew H. Melville, of the class of 1895, has again received promotion. In March he received the appointment as secretary of the Madison Board of Commerce. As noted in the February number of the Quarterly, Mr. Melville was active in promoting the Wisconsin Commercial and Industrial Congress held in February at Madison. His labors seem to have been appreciated. Just after the close of the Congress a vacancy occurred in the secretaryship of the Board of Commerce of Madison and Mr. Melville was unanimously chosen to fill the vacancy. The new position is one of responsibility and prominence. It, however, carries with it a salary of \$4,000 per year. Mr. Melville has and deserves the best wishes of his numerous I. S. N. U. friends.

Alumni Notes

Clyde Todd, '13, is superintendent of schools at Henry, Ill.

H. A. McKean, '08, who spent the

year 1912-13 in our senior college and has since studied at Chicago and Columbia, will teach manual training in our second summer term.

Meyers J. Gunnell, '11, has recently accepted a position in the law department of the Commonwealth Edison company of Chicago. After graduating at Normal Mr. Gunnell finished a law course in the Illinois Wesleyan University. Most of the past year he has spent on the Pacific coast.

Mr. Chas. W. O'Hern, '08, is a prosperous lawyer in Peoria. He is a member of a corporation which recently began the construction of a \$200,000.00 twenty-story building in Peoria.

Mr. E. G. Stevens, '12, who this year finishes the work for the B. Ed. degree in our senior college, has recently accepted the principalship of the township high school at Rankin, Ill., at a salary of \$1,800.00. For three years after graduation Mr. Stevens was superintendent of schools at Mackinaw, Ill. During that time he was a regular attendant at summer schools here and at the University of Illinois, and so was able to finish the work for the degree in one year of absence from teaching. By doing this he has raised his salary four hundred dollars a year.

Mrs. Dr. E. C. Hewett is living at 327 Hamilton avenue, Palo Alto, California.

Dr. E. J. James, '73 High School president of the University of Illinois, was prominently mentioned some months ago as an available man for the Republican candidate for president in the coming campaign. President James is a strong supporter of the doctrine of "preparedness." Although there is little likelihood that his name will be mentioned in the convention, it is safe to say that the Republicans might easily make a worse

choice than to choose him as their standard bearer. President James has made a truly wonderful record as the president of a great university.

Francis M. Richardson, '88, is superintendent of schools at Chicago Heights, Ill. In a recent letter enclosing subscription to the Quarterly, he writes: "I thank you for not dropping me from the subscription list. It is a shame that we old fellows neglect so small a matter, but we really do not mean to do so. We are so busy with our work and other people's welfare that we forget small duties to ourselves and our Alma Mater."

A. A. Hummel, '00, is still teaching physiology in the Los Angeles normal school. He recently took the doctor's degree in osteopathic medicine, having done the work for the degree in a college in Los Angeles along with his teaching in the normal school. He does not expect to practice for the present at least, but wishes to obtain the knowledge as an aid in his teaching. Mr. Hummel took the A. B. and A. M. degrees at the University of Illinois in 1907 and 1908, respectively. He writes that he expects to spend part of the coming summer in Illinois.

Anna L. Watts, '11, is at her home in Fairland, Illinois.

Edith B. Mize is teaching in Tacoma, Washington. She writes that after two years spent in the Northwest, she is beginning to get some of the boosting spirit of the people of the Puget Sound country.

Fremont Wirth, '14, who since graduation has been superintendent of schools at Cerro Gordo, Ill., has resigned his position and will study at the University of Illinois next year.

Anna C. Gates, '68, is living at 31 Mason avenue, Webster Grove, Mo.

Mrs. J. P. Drennan, formerly Mis

Winifred Elliott, '99, lives at 812 North College street, Decatur, Ill.

Miss Effie M. Pike is living in Monett Hall, 4948 Indiana avenue, Chicago. It is our understanding that she is studying at the University of Chicago. Miss Pike wishes us to correct a statement made in a former issue of the Quarterly to the effect that she was principal of a high school at Boise, Idaho. The school of which she was principal is an elementary school in which some beginning high school work is done.

James A. Fairchild, '00, is still teaching physics and agriculture in the normal school at LaCrosse, Wis.

William H. Chamberlain, '76, is living at 6042 Ingleside avenue, Chicago. In a recent letter enclosing subscription to the Quarterly, he says. "The last number of the Quarterly (November, 1915,) was **splendid** and reflects great credit on the editors." Such letters go a good ways in tending to neutralize the feeling that we have when some one writes us, complaining about the "miserable spelling" that we use.

H. H. Edmunds, '95, was elected president of the Central Division of the Illinois State Teachers' Association at the Peoria meeting in April. Mr. Edmunds has been superintendent of schools at Clinton for several years and is regarded as a progressive school man.

W. L. Goble, '93, has been principal of the Elgin high school for the past ten years. He will teach physics classes during the first summer term this year.

Ralph Garrett, '14, has resigned the position of superintendent at Wenoona, Ill., and will attend school, probably the University of Chicago, next year.

Edith Elliott Boggess, '10, is teaching in a normal school in Locknow,

India. In a recent letter to Mr. Felmley she gives some account of her work and a description of the city and people. She says that no attempt is made to have the buildings of the city square with the world or with each other, and that the streets are an endless maze. Her greatest vexation seems to be the swarm of beggars that line the streets everywhere.

Lois Diehl, '12, has recently accepted a position as county secretary of the Y. W. C. A. in Page county, Iowa. Her address is Clarinda, Iowa. For two years after graduation here Miss Diehl was secretary of the Y. W. C. A. here in the University, and then she spent last year as a student in the University of Chicago. She had the misfortune to be quarantined on account of scarlet fever for several weeks during the winter.

Chester C. Dillon, '08, is athletic coach and teacher of German and History in the Dakota Wesleyan University located at Mitchell, South Dakota. He was married some time last summer and writes that he is "as comfortable and happy as it is safe for a mortal to be in this world."

Walter S. Adams, '14, Karl Zehren, '14, and Ruth S. Raymond, '15, are all teaching in the township high school at Antioch, Ill. Mr. Adams is the principal. On March 24, last, they dedicated a new school building.

Miss Jenny Lind Green, '10, who was a student at Columbia during the year 1913-14, is now up for her second year in the Greeley, Colorado, Teachers' College. Her salary was increased \$220.00 at the end of her first year.

E. V. Laughlin, '04, is president of Lenox College at Hopkinton, Iowa. He writes that he has prospered both financially and educationally in recent years.

Friends of Elmer E. Brown, '81,

Chancellor of New York University, will be very sorry to learn of his serious illness at his home in New York City.

Mrs. Mattie Maxwell McPherson, '82, is a private tutor in Rockford, Ill. Her husband, A. W. McPherson, superintendent of schools immediately preceding P. R. Walker, had taken up the work of tutoring and at his death, February, 1912, Mrs. McPherson continued the work.

Helen Middlekauff, '81, after a long period of teaching in the West, is now a student in the University of Chicago.

Mrs. Lettie J. Smiley Fraser, '82, lives at Plainfield, Ill.

From the Rocky Mt. News, April 23, 1916: "Birthday congratulations from friends thruout the nation have been pouring in upon Dr. Joseph Addison Sewall, who in 1878, as its first president, with a faculty of three and a student body of nine, opened the State University of Colorado. Dr. Sewall, who lives at 356 South Broadway, is still vigorous in body and mind, altho he is now 86 years old."

Dr. Sewall bears the honor of being the first teacher of natural sciences at the Normal University. He went from this position direct to Boulder, Colo., where he founded the State University and was for ten years its president.

Births

Thomas Franklin Phelps, Saturday, April 1, 1916, is the inscription on a small card that came to the Quarterly office early in April. The happy parents are Mr. and Mrs. James Arthur Phelps, of 1004 East 6th Street, Pueblo, Colorado. Mr. Phelps is a member of a law firm in that city.

Alice Babbet Beyer is a new member of the faculty force. She is the

daughter of Mr. and Mrs. W. A. L. Beyer, of the History department. She was born May 9, 1916.

Mr. and Mrs. Fred T. Ulrich are the parents of a son, born April 24, 1916. Mr. Ulrich is professor of Biology and Agriculture in the State Normal School at Whitewater, Wisconsin.

DETHS

Robert A. Childs

As the old year of 1915 was slipping away, there went, too, one of the most loyal of those who have called our old University Mater, Robert A. Childs.

Loyal to the state, though not a native son of Illinois, he began in a Freeport company, as a young lad, that struggle of four long years that tested out the metal of youth's ambition and molded strong men out of boyhood's patriotism.

Loyal in his family to a dearly beloved wife whose passing into the Beyond left desolation, more than three years ago, and loyal to five manly sons who in turn grew in loyalty to him and gave to him a deferential confidence that betokened the inborn fineness of the father who was their guide.

Loyal to his townspeople in his long time home to which he took Mary Coffeen, a bride, from her life in the old public school at Normal, when I lost a loved teacher. Here, he was ever a ruling spirit in the village, untiring in using his influence to forward all higher standards for the community, and duly honored in representing them in Washington.

Loyal to our Alma Mater, as he was one of the most active of her sons in organizing this Chicago Club, and twice served as its president. Those of us who were fortunate enough to be in Normal for the reunion there that pleasant spring time some ten years

ago, remember the fine bearing of our presiding officer in the old remodelled hall, in the fullest sense and in the finest relationship, a loyal gentleman.

Mary Gaston Tear.

Mrs. Barton Dies

Mrs. Olive H. Barton, mother of Miss O. Lillian Barton, of the faculty, passed away on March 18. Mrs. Barton had been living with her daughter in Normal for a good many years. She had been in very poor health for more than a year.

Wedding Announcement

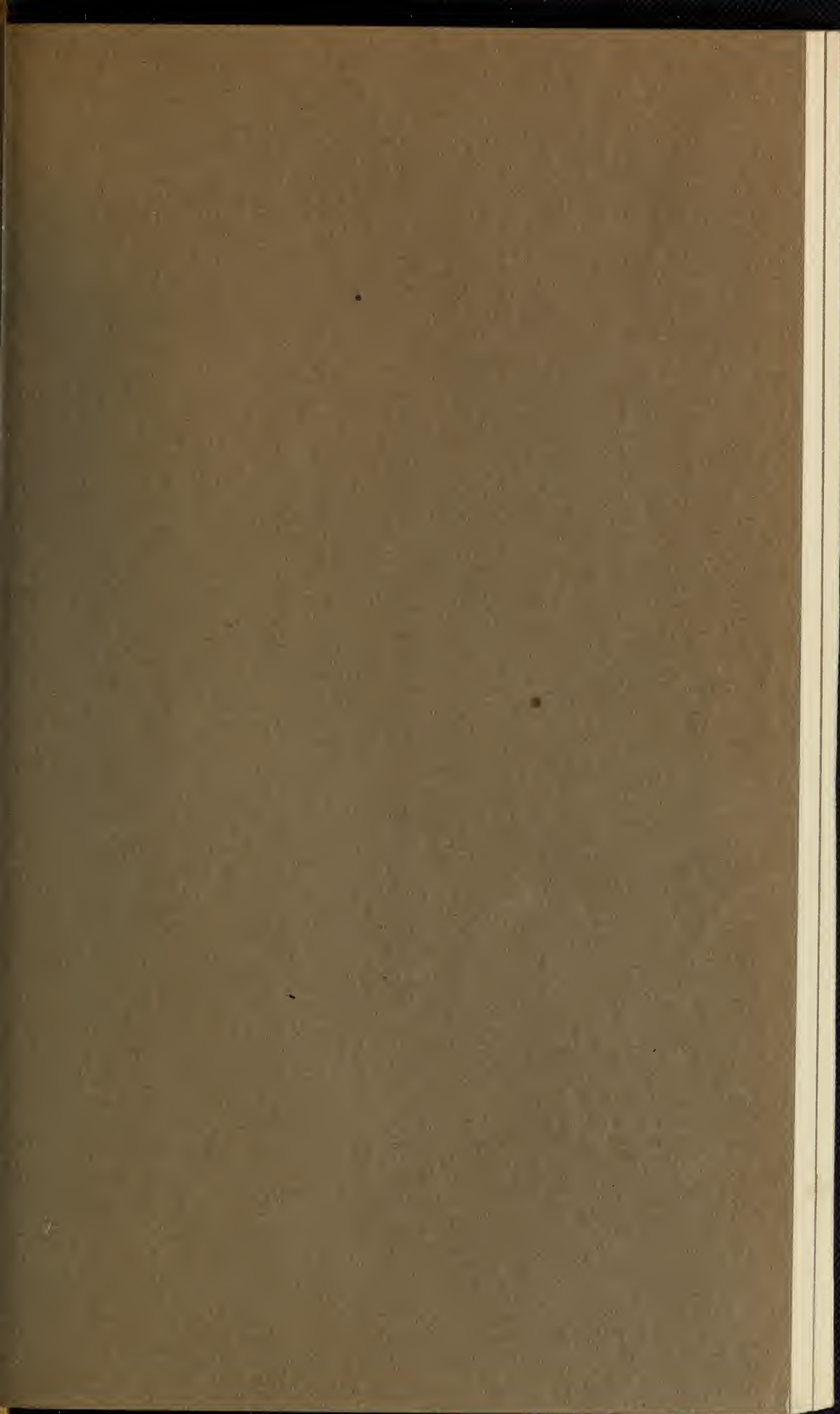
Miss Helen Schurtz, who during the years 1911-12-13 was head of the

department of Domestic Art, was married on May 24 to Dr. G. W. Dean, of Grand Forks, North Dakota. They will reside in Grand Forks, where Dr. Dean is a practicing physician.

Announcement of Engagement

Announcement has been made of the engagement of Gail Watt, of the class of 1911, to Mr. J. Elmer Laws, of Los Angeles, California. The wedding is to take place during the summer. After graduation Miss Watt taught at Lovington for some years and also has attended the James Millikin University. Mr. Laws is a well known business man of Los Angeles.







2
12-318007
BY THE
UNIVERSITY OF ILLINOIS

ILLINOIS
LIBRARY
NORMAL ILL.

THE ALUMNI QUARTERLY

OF THE
ILLINOIS STATE NORMAL UNIVERSITY

VOLUME V

AUGUST, 1916

NUMBER 3

1921
YANBLL
11 10000

June 2, 1920
Univ. of Ill.

THE ALUMNI QUARTERLY

OF THE

ILLINOIS STATE NORMAL UNIVERSITY

JOHN L. PRICER, '99	-	-	Editor
ANNETTE B. COOPER, '98	-	University and Student Life	
FRED D. BARBER, '94	-	-	Alumni Editor
MRS. W. A. COOK, 2150 Racine Avenue, Chicago	-	-	Associate Editor
WINFIELD SCOTT, '12 and '14	-	-	Business Manager

This Magazine is published in the months of February, May, August, and November.

Subscription price fifty cents per year. Single copies fifteen cents.

CONTENTS.

Dedication of Jesse W. Fell Memorial Gateway—	
Words of Welcome—D. C. Smith	1
The Debt of Normal University to Jesse W. Fell—David Felmley	1
Personal Reminiscences—John W. Cook	7
Value of Memorials—Edmund J. James	16
A Philanthropist of Mighty Vision—J. H. Burnham	22
Presentation of Gateway to Town of Normal—Mrs. D. C. Smith	26
Acceptance of Gateway for Town of Normal—O. L. Manchester	26
Acceptance for Perpetual Preservation—Chas. L. Capen	27
Editorial Comment	29
University for the Quarter	30
The Alumni	36

ALUMNI OFFICERS

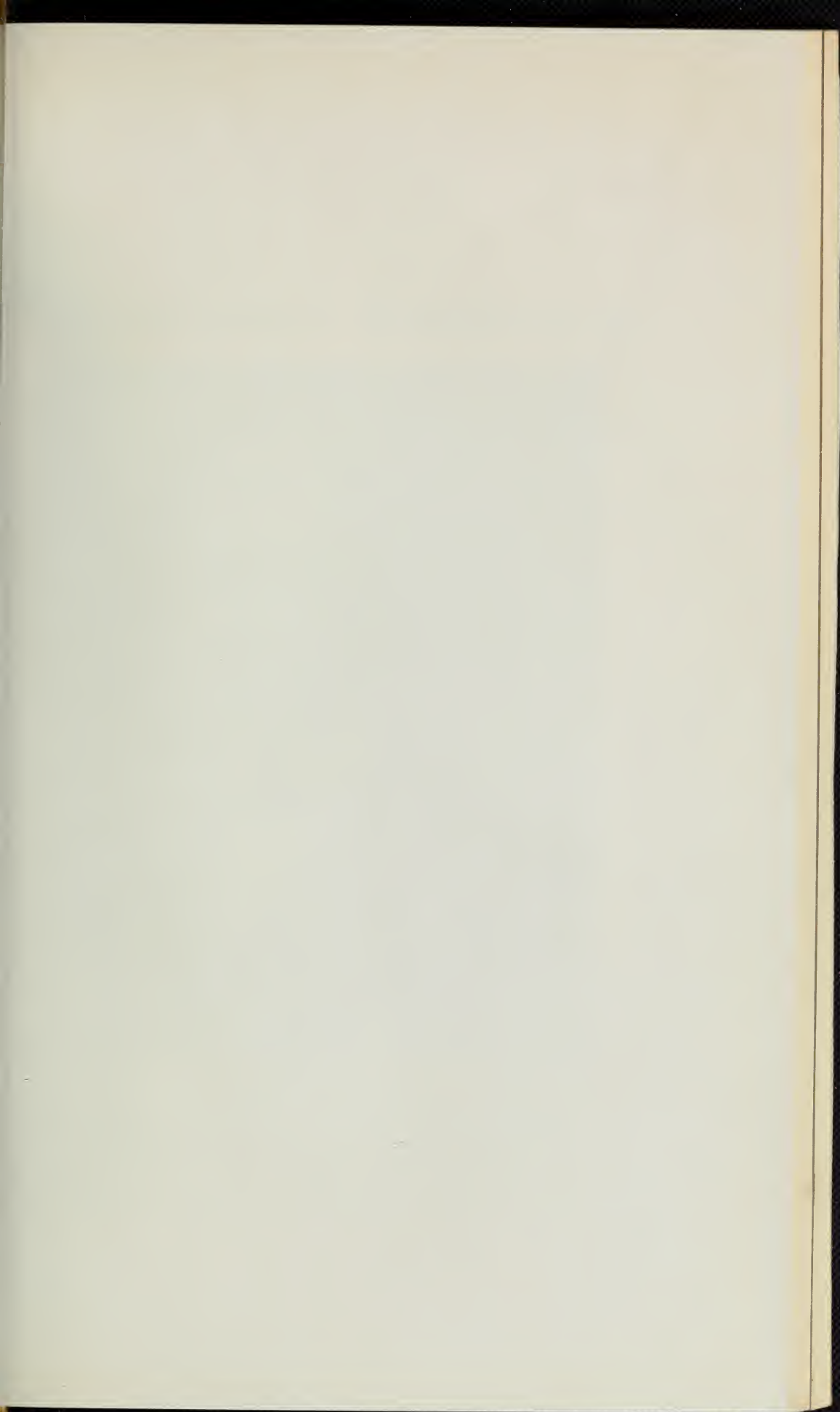
T. J. Wilson, T. C. '16	-	-	President
Eunice Blackburn, '08	-	-	Vice-President
Annetta B. Cooper, T. C. '11	-	-	Recording Secretary
F. D. Barber, '94	-	-	Treasurer

EXECUTIV COMMITTEE

Winfield Scott, '11	Archibald Messenger, '13
M. R. Staker, T. C. '14	

Entered as second-class matter May 8, 1912 at the postoffice at Normal, Illinois, under the Act of March 3, 1879.

The Spellings recommended by the Simplified Spelling Board are used in this publication.





JESSE W. FELL

The Alumni Quarterly

OF THE I. S. N. U.

Volume V

AUGUST, 1916

Number 3

DEDICATION OF JESSE FELL MEMORIAL GATEWAY

JUNE 5, 1916

The following words of welcome were extended by Col. D. C. Smith, president of the day.

Fellow Citizens:

The large numbers in which you have gathered here this afternoon in memory of Jesse W. Fell, who more than a quarter of a century ago passed into the "quiet haven of us all," testify, as words cannot, that he was far more than an ordinary man.

And the fact that his many friends throughout the state and elsewhere, through the signal aid of the Women's Improvement League of Normal, have caused to be erected the "Jesse W. Fell Memorial Gateway" that we have met to dedicate, is evidence of their abiding love for his memory and their continued gratitude for his simple, earnest life, of which we shall presently hear from some who knew him best.

THE DEBT OF NORMAL UNIVERSITY TO JESSE W. FELL

DAVID FELMLEY

It is always an interesting study to trace the influence of early environment upon the subsequent careers of notable men and women, for we usually find that the associations, the interests, and the activities of youth and early manhood determine the trend of one's entire life.

In the opinion of many American writers, the best body of immigrants from England settled not on the banks of the James nor on the shores of Massachusetts Bay but in the five southeastern counties of Pennsylvania. It was from this stock that Jesse W. Fell was descended. In early life he showed unusual aptitude for study so his parents sent him to the best schools available. After reaching the age of eighteen he taught school for two years, then turned his attention to law, studying for two years with a law firm at Steubenville, Ohio. This firm offered him a partnership, but he had heard wonderful stories of the fertility and beauty of Central Illinois. In the fall of 1832, with carpetbag and walking stick, he came into the little

village built in the hazel brush that skirted the northern margin of Blooming Grove and stretched off to the prairie to the north. McLean county was less than two years old, Bloomington scarcely eighteen months. He was Bloomington's first lawyer, but if he had depended upon law alone he would have had little to do. Immigration was active, real estate in demand, so we find young Mr. Fell locating claims, buying lands for his eastern friends, making shrewd investments for himself. On one of his trips to the country in 1833 he stopped on the ridge now just south of the Alton railroad between Broadway and Fell avenue. Behind him to the south and southwest lay Blooming Grove and Major's Grove. To the west, north, and east lay the billowy swell of the prairie, not a tree in sight, hardly a settler's cabin. Here, he said to his companion, some day I shall build my home.

Lands rose rapidly in value. In 1836 he was already esteemed a wealthy man. Then came the crash of 1837 with failure and bankruptcy in its train. The real estate business was dead. Mr. Fell resumed his law practice for a few years, but in 1844 he definitely and finally abandoned it. There is no doubt that with his industry, his clearness of vision, and his rare powers of persuasion he would have made a success of the law, but it was altogether too narrow a field for him. It is an old maxim that the law is a jealous mistress. He who is to attain a high place in this profession early learns that it is not conducive to the development of many of the finer qualities of the human soul. Jesse Fell preferred to do things, to mold the physical world, to civilize this raw country, to convert the wilderness and the prairie into the garden and the city and to aid in developing the intellectual and social life that are the chief elements of civilization.

In 1851 began the most active period of his life. The Federal land grant had been made for the Illinois Central Railroad, but the location of the road had not been finally established. A powerful faction was determined to carry the road not directly north from Cairo to LaSalle, but to carry it from Vandalia to the northwest through Springfield and Peoria to Galena. General Gridley was then the state senator. It was through his efforts and Fell's that the final location of the road was made through Decatur, Clinton, and Bloomington. After May, 1853, trains were running regularly through Bloomington.

Meanwhile the Chicago and Alton railroad was creeping up from the southwest. Mr. Fell was an intimate friend of E. P. Morgan, the chief engineer of the road, and of Mr. Blackstone, its president and chief operator. He helped secure the right-of-way from Bloomington to Chicago and laid out Pontiac, Dwight, and other towns.

Early in 1854 it was definitely settled that the route through Bloomington should be half a mile to the west of the public square and that the crossing point should be two miles to the north. This distance made it possible to locate a new town at the junction. So Mr. Fell immediately bought a large tract of land around the intersection and began to lay it off in city blocks.

In 1856 he began the erection of his residence on the site that he had selected twenty-two years before, the house now standing on the southeast corner of Irving and Fell avenue and occupied by Mrs. J. W. Heckethorn. There was then only one house within the present limits of Normal, the cottage occupied by the station agent. Mr. McCambridge.

From the first Mr. Fell had planned to make something more of North Bloomington than the ordinary prairie village. He wished to build a town that would be noted for its morality, sobriety, and good society, and was already planning the establishment of a college or seminary of learning, when in 1857 the legislature passed the Act establishing the Normal University.

Although occasional suggestions of a normal school for Illinois were made from time to time in newspaper articles and addresses after the founding of the first Massachusetts Normal Schools in 1839, it was not until 1854 that an organized movement really began. At the second meeting of the State Teachers Association held at Peoria in 1854, the proposition was made to use the College and Seminary funds, about \$216,000, lying idle in the state treasury, for founding a normal school.

There were two counter propositions. One by Jonathan Turner to use the funds for an Industrial University; the other by the old college men who feared a divorce between religion and education to distribute the funds among existing denominational colleges. Mr. Fell was with Turner in the early stages of the discussion, for he was a life-long advocate of vocational and industrial education, but his experience as a teacher and school official brought him in 1856 and Turner also to the support of the normal school, and the bill creating this institution became a law on February 18, 1857. The Board was authorized to fix the permanent location of said Normal University at the place where the most favorable inducements were offered.

Mr. Fell began at once to secure subscriptions of land and money to induce the Board to fix the location at North Bloomington. He pleaded, argued, persuaded. If we can believe contemporary accounts he soon had Bloomington as thoroughly aroused as Chicago seems to be on the "preparedness" proposition. On April 8, 1857, appeared in the Bloomington Pantagraph:

"The advantages to be conferred by such an institution upon the place of its location are too obvious to need enlarging upon. Richly endowed from a government fund, collecting within its walls every year the flower of the youth of every part of the state, and organized with a full corps of the ablest instructors, the Normal University will doubtless take rank among the noblest institutions of learning in the country, and give to the town which contains it a degree of prominence at home and abroad scarcely second to that enjoyed by the state capital itself."

To the individual subscriptions of land and money the county com-

missioners were induced to add \$70,000 of the fund derived from the sale of swamp lands. The subscription totalled:

Swamp lands	\$70,000
Other lands	38,000
Cash	33,725

In all \$141,725

Jesse Fell's subscription of \$9,000 was the largest single subscription from cash subscribers.

When the bids were opened Bloomington's total was so far above Peoria's the Board of Education agreed to locate the institution in Bloomington, provided that suitable security should be given to guarantee the swamp land funds. Abraham Lincoln drew up the bond, and Jesse Fell and his brother, Kersey Fell, headed the list of bondsmen. Thus was secured for McLean county the State Normal University.

With the location of the Normal University on May 7, 1857, the troubles of the Board had just begun. George N. Randall, of Chicago, was secured as architect, the main building planned, the contract let for \$83,000, and work started. By fall the foundation was up. Then burst the financial panic of 1857 and progress was stopped for eighteen months. Almost every bank in the state suspended payment. Central Illinois was hit very hard. Money could not be had, there was no market for the swamp lands whose sale was to provide funds for the building. The wealthiest and most eminent of all the subscribers declared that he would not pay his subscription until the building was finished, that is, until it was no longer needed. There were trying times. President C. E. Hovey, charged by the Board with the duty of realizing upon the subscription, was aided at every turn by Jesse W. Fell. The building was completed in 1861, though with serious shrinkage in some of the subscriptions. The legislature came to the rescue with two appropriations aggregating \$100,000 to lift the mortgage and complete the furnishing and equipment of the institution.

In 1858 the name of the settlement at the junction was changed from North Bloomington to Normal. In 1867 when the population had grown to several hundred Mr. Fell secured from the legislature a special charter under which the town is now governed. It provides that no intoxicating liquors shall ever be sold within its borders. In fact Mr. Fell had previously provided in many title deeds for lots that no liquor should ever be sold upon the premises. It is notable that the petition to the legislature for the prohibition clause was signed by every man, woman, and child in Normal over six years of age.

By this provision of the charter many desirable citizens have been attracted to Normal. Parents have felt that the absence of the saloons, of the pool rooms that accompany them, of the undesirable citizens that so frequently haunt them, make Normal a much safer place of residence for their sons and daughters while off at school.

In his boyhood Mr. Fell had as a teacher Joshua Hooper, a famous schoolmaster of Chester county, Pennsylvania, one of the best botanists of his day. Jesse Fell was more than a pupil. He became a companion of his master, and under him developed a life-long interest

in trees and flowers. It was in the early forties that Mr. Fell began to manifest his passion for tree planting. A year spent on the open prairie northeast of Bloomington probably hastened the conviction that nothing was more necessary to the taming of the prairie than to plant it with trees. At first the black locust, with its rapid growth and durable wood, finely adapted for fencing, attracted his attention. When the borers attacked the young locust groves, he tried other trees in our prairie soils, hard and soft maples, ash and American and British elm, linden, catalpa speciosa, tulip tree, European larch, and many evergreens were planted in great numbers by him. It is said that 13,000 trees had been planted by him along the streets of Normal and in the grounds about his residence when there were still hardly a dozen houses in the present town. He brought to Bloomington Mann, Overman, Phoenix, and other men who made Bloomington one of the largest nursery centers in the country.

Further the Work

In 1867 Mr. Fell was appointed the local member of the Board of Education, the position now held by Mr. Capen. He at once secured an appropriation of \$3500 from the legislature for the proper planting of the campus, a project that had always been near his heart. William Saunders, the foremost landscape gardener of the day, had been brought on from Philadelphia eight years before to make a suitable plan. The planting was done under Mr. Fell's personal management, many fine trees being transplanted from his own private grounds known as Fell Park. The original plantings in the campus included almost every species that would flourish in this soil and climate. After the losses incident to storm and sleet, the ravages of borers and to the removal of trees to make way for new buildings, we still had in 1901, 940 trees of forty-one species. The great storm of June 10, 1902, destroyed many of these, but later plantings have more than replaced the losses in numbers and variety.

The six years which Mr. Fell sat upon the Board of Education were years of rapid development of the Normal University. It was then everywhere recognized as the leading normal school of the United States in the extent of its revenue, the value of its building and grounds, the number of students and the ability and reputation of its faculty.

The Home and School

In 1865 Jesse Fell headed a movement to establish a home for the orphans of the soldiers of the Civil war. Normal, under his leadership, raised a large subscription and secured the location. This institution has for fifty years served its purpose in an admirable way. With the passing of the veterans of the Civil War, the institution has been converted into a State Home for dependent children. It must be a source of gratification to the friends of Jesse W. Fell that the two institutions in Normal to which he gave so much are now brought into organic union.

Beginning with September the school at this Home will become a part of the training school of the State Normal University.

The Man Himself

In summing up the services of Jesse W. Fell to the Normal University we do not forget that the best part of it has not yet been told. In viewing this memorial that his friends have erected we are not unmindful that its highest values are not those of the mason or of the brass founder, nor are they to be found in the taste and skill of the architect who plans the work, or of the artists who have designed the bronzes. They are to be found in the character of the man whose name this memorial bears and whose services it commemorates.

The character of a people is measured by the type of man it honors. Every country has its heroes who embody the national ideals, every town its distinguished citizens who, through personal excellence and public service, win universal esteem and are held in memory long after they are passed away. Normal is singularly fortunate in the man who, by common accord, is ranked as its founder and most distinguished citizen. As a friend he was loyal, true, self-sacrificing, and obliging. But his love did not stop with the companion into whose eyes he might look or whose hand he might grasp. The breadth of his sympathy and affection embraced men of all faiths, of all races, and of generations yet unborn. As a man of Quaker birth and breeding he loved and practiced the arts of peace. As a lawyer he was a potent force in the political life of the state. As a promoter of railroad building he took an active part in the industrial development of the state. When the steady encroachment of the slave power made it clear to every lover of human liberty that the friends of freedom must stand together, he was a leader in the formation of the Republican party. He saw the greatness of Lincoln and was most zealous in securing his nomination for the presidency. He was a lover of trees and planted them by the thousand. He valued education and with characteristic energy persuaded the people of McLean county by generous subscriptions of land and money to establish the State Normal University within its borders. He saw the degradation wrought by alcohol and secured for his new town a charter that forever forbids the sale of intoxicants within its borders.

But Jesse Fell was not merely great in the excellence of his character, in his honesty, his unselfishness, his kind heartedness, his patriotism as abstract qualities; he was pre-eminently a man of action. We honor him for what he did, both for the kind of enterprises he undertook and the spirit in which he wrought. Mr. Fell had faith in the future. He saw the great city of Bloomington in the straggling, unkempt country village of eighty years ago; he saw in Normal the seat of a great educational institution; he saw in Illinois a real empire state, great in its natural resources, greater still in intellectual and moral worth, and he shaped his life in accordance with these visions. Some men called him visionary. Like all other seers he merely lived in advance of his generation. His only mistakes seemed to have been in underestimating the amount of time needed for the realization of his hopes.

The greatest indebtedness of the Normal University to Jesse Fell is the example of his life, his character and his worth. It is difficult

to summarize in a few words the character of Jesse W. Fell. I have read the estimates placed upon him by more than a score of his contemporaries, the men who knew him well and were abundantly able to set forth their estimate of his character. They all testify to his superlative worth as a man and as a citizen. Yet it seems that no two have viewed his life from the same angle nor have caught the same radiant light from the soul within. His most conspicuous quality seems to have been his energy. While other men thought and planned and talked, Jesse Fell brought to pass. He possessed a genius for accomplishment, tireless energy, undaunted courage, and a persistence that was rarely unsuccessful. He was a born leader, skillful in plan, to organize, to enlist aid and sympathy, to convince and to persuade, to subdue opposition, to kindle in others the flame of his own enthusiasm. He was a born advocate, skillful yet fair to his opponents, more anxious to persuade them than to overwhelm them.

Others who knew him personally will speak at length of his personal characteristics. For me it is enough to say in closing, that this memorial has been erected in order that we may show to our children and to our children's children the type of man that we delight to honor, the citizen of whom we are justly proud.

PERSONAL REMINISCENCES

JOHN W. COOK

Memorial structures are the efforts of a grateful people to celebrate in imperishable material the virtues of those who have wrought well for their kind. They are an endeavor to keep active and beneficent in the lives of men, those wholesome and regenerating principles that were the springs of action of the characters in whose honor and whose memory they are erected.

We are here today to give meaning to this graceful entrance to these beautiful grounds. If the words we shall say could, by some art of magician, be an open book for the passer by, its significance would be for the aspiring and sensitive mind an evangel, for we are to tell the story of a man whose supreme ambition was to promote justice throughout the land. He sought the freedom of the slave from the cruel tyranny that gave the lie to our fundamental political principle. He championed the cause of freedom and toleration in religious belief. He defended the sacred privilege of freedom of speech when the cause that he regarded as the noblest in annals of mankind was attacked. He fought the battle for the care of the orphan of the man who had given his life for his country. He built about the community of his love the high wall of protection against the tempting devil of drink. He fostered with liberal hand the institutions that make for the rule of reason in the world. He fought with relentless energy corruption in high places and in all places. He sought no public recognition and aspired to no place of honor. He was content to fight for the good cause in his own way with no ulterior end to

subserve. Such a character is rare enough to merit especial recognition and to have dedicated to his memory a perpetual reminder of his virtues.

Life Full of Incident

In anticipation of this event my mind, of late, has been dwelling with fond recurrence upon its memories of Mr. Fell. Indeed, brief have been the periods that I have not recalled some familiar incident of his noble life, in all of the intervening years since I last looked upon his face. Again I have been reading the rich material that I eagerly gleaned from all available sources and carefully treasured nearly thirty years ago. Through it all, like the call of a melodious bugle, in the still air of the quiet morning rings the one insistent, inspiring, engaging note. Men seemed striving with each other in an all-accordant chorus, to swell the voice of appreciation of the inestimable worth of this modest, self-forgetful man, whose eyes always were seeking the welfare of his fellow men. I have slight need to go afield for what I have to say today. The brief minutes will permit only a scanty clipping from what would require far more time than is at my disposal in even a hasty telling.

Under His Own Trees

And first of all I wish to say that I know of no place more fitting for his memorial than here. Beside this ever flowing and inspiring spring of life, where youth is breaking the seals of futurity and forecasting high destiny and striving for its ample realization, let an indestructible reminder of his career defy the ruthless hand of time. As the years shall come and go and the long processions of the young shall pass through this noble gateway, let them receive a new and perpetual baptism of that generous spirit which is aptly characterized by his immortal friend—"With malice toward none; with charity for all." And let there be a fitting volume writ in simple phrase that shall tell of him and of his gracious life, and on each recurring birthday of the institution that he did so much to found and foster, let his name be spoken so those who go out to help to make the new and better commonwealth shall keep his spirit in the transforming energy of their lives.

His First Acquaintance

Although I became a student at the Normal School in 1862 I had no personal acquaintance with Mr. Fell until some two years later. His name was a household word among the students but it would have been an honor beyond our most ardent expectations to be recognized by a man so widely known and so universally esteemed. The time came, however, when I had the coveted privilege of winning his attention although I have forgotten the occasion. After that the going was delightful and as the years slipped by the intimacy increased.

A Pen Portrait

You would like to know about his personal appearance. He was of medium height, spare of figure, and with a face full of intelligence and light. You have become familiar with it as it is portrayed by his

picture that hangs in the reception room of the main building. He was the most industrious of men and Judge Davis declared him to be the most energetic man that he had ever known. With this estimate I am in entire agreement. Even in his walk there was a slight inclination forward as if he could not keep his body apace with the plans which his busy brain was ever organizing. He it was who carried out the original plans for the decoration of the campus. It was a treeless plain before he began his work upon it. There could not have been found in all its area a riding whip for a horseman. He prepared for it by circling the root of the superb evergreens with which his home place was crowded and when the clump of solidly attached earth was ready for removal he personally superintended the transfer of these great trees to the already prepared field. He had zealously cultivated it the preceding year so that everything was in readiness. At this task he worked with more physical energy than any of his helpers. I never heard of one of the transplanted trees that disappointed him. In consequence, the campus was transformed in a single year from a bare prairie to a place of beauty.

Mind and Body

Indeed, so intense was his physical activity that he found it difficult in his more advanced life to induce his body to take the requisite amount of sustenance to keep the fires burning hot enough for his demands, and I recall a conversation in which he related his annoyance that the machinery, upon which he had been accustomed to rely with such complete confidence, would not steam in harmony with his expectations. And this physical energy was but the concomitant of his mental energy. He was afire with enthusiasm. He subordinated all of his fine endowment to the leadership of his splendid will. And all who came within the range of his influence caught the contagious inspiration. Was he a visionary? It never seemed so to me, for his large plans, with few exceptions, rounded to noble consummation. I am quite convinced that the one disappointment of his life was the failure of the plan to secure at Normal the location of the University of Illinois. It has always been my understanding that the offer of this county far surpassed that of any other. What it was that defeated his undertaking I have never learned. I well remember that historic contest and the alternating hopes and fears that filled the minds of our people.

An Old School Gentleman

Mr. Fell is aptly described by the familiar phrase, "A gentleman of the old school." By this is meant that he was characterized by a courtliness of manner quite unusual in these less chivalrous days. He was a careful observer of the canons of etiquette and employed them in his relations to others with strict impartiality. Politeness has been defined as, "the ceremonial form in which we celebrate the equality of all men in the substance of their humanity." To be a human being was to win his respect and to receive the homage which he conceived to be due a human being. I have seen him rise in a crowded street car and offer his seat to a poor negro woman, with

the irresistible grace that was his wont. That she was a woman was enough to win his recognition as entitled to the conventional courtesies of polite society. And with him they were far from being formal ceremonies for there was always shining through them the knightly spirit of the true cavalier. His kindness of heart was always evident and he was scrupulously careful lest he should inflict pain when dealing with the humblest.

His Gift in Writing

As a writer he was unusually engaging. He had the art of speech when his pen was in his hand. When I knew him he shrank from public addresses, but earlier in his life he was a rapid, terse and forceful speaker. His letters best illustrated his gracefulness of expression. Our relations were not of a character to invite correspondence, yet I carefully preserved the two that I received from him. They exhibited a grace of expression that lifted them out of the ordinary, and although one of them was only a request for an interview upon a matter of mutual interest, it was so charmingly rendered as to invite many readings before it was put among my epistolary treasures.

One cannot but linger fondly over these memories, and before turning to other aspects of his rich and varied life I must be permitted to quote briefly from his loving friend of many years, former President Richard Edwards. In the address which Dr. Edwards delivered at the funeral in Normal Hall he said: "Let me begin by saying that Mr. Fell was an honest man. He had so many other high qualities that we are in danger of not observing this * * *. 'He who has been through the intensest activities of life, through those scenes where selfishness, duplicity, corruption are most apt to have full sway, and who has come out of it all with a maiden sensitiveness to anything like unfairness or dishonesty, deserves our esteem * * *. He kept his hands clean and his heart pure. He committed no false or foul act. He entertained no debasing or unworthy thought. So sensitive was Mr. Fell to this principle of rigid honesty that I have known him to insist upon making good pecuniary losses sustained by his friends through the dishonesty of other men, because he had been the means of making the parties acquainted with each other."

His Forceful Character

To this testimony of Dr. Edwards I may add that any indirection on the part of men in public life made hot his indignation. He would have none of them henceforth. There are men still living in Bloomington who are members of a political convention held there on a day almost fifty years ago, in which instructions were sought for the county delegation to assist in the renomination of a public official. I may add that I was the candidate's cordial supporter as I was during his long subsequent official career. Mr. Fell, however, believed that he had broken faith with some of his friends and opposed him with such vigor that he succeeded in securing the adjournment of the convention after a scene that defies description. His opposition defeated the desired renomination and resulted in the temporary retirement of the candidate from public life. Prominent in that historic struggle

were a few whose names are household words in this community. Their number was small but under the rallying enthusiasm of Mr. Fell their effectiveness was irresistible.

Words of His Friends

In further view of this aspect of Mr. Fell's character Honorable James S. Ewing, at the memorial meeting of the Bloomington Bar Association, in an exquisite tribute to his memory, said: "It is a good thing to have known one man whose life was without spot or blemish; against whose honor no man ever spoke; who had no skeleton in his closet; whose life was as open as the day and whose death comes to a whole community as a personal sorrow."

Similarly Honorable Joseph W. Fifer: "Jesse Fell was one of these moral heroes; he was the product of our free institutions, and I am proud he was an American citizen. His pure, exalted and unselfish life will help teach the world the great lesson that the indispensable basis of all true greatness is integrity of character, and that the only way to be happy in this life is to make others happy."

Brave words these. They ring the recurring sentiment of every utterance of that memorial occasion.

His Ancestry

And now that I have tried in these brief minutes to tell you something of his personality, you will anticipate his political alignment. As another will tell you he came from a family that had been identified with the Society of Friends from its origin about the middle of the seventeenth century. That he would ally himself with the anti-slavery party was thus a foregone conclusion. Like men of his kind, he was an ardent admirer of Henry Clay, with whom he became personally acquainted and whose name he perpetuated in his own family by conferring it upon his only son. Few of the present generation can imagine the ardor with which the followers of the great Commoner attached themselves to his cause. His failure to achieve the place for which he repeatedly strove was a heart breaking experience to vast numbers of his adherents. My father once cautioned me, with quivering lip, against ever attaching myself to any political leader whose defeat I could not contemplate with comparative equanimity. We had been talking of his political idol, Henry Clay.

His Stand in Politics

Although bitterly opposed to slavery, Mr. Fell had not identified himself actively with the Abolition party. Unconsciously he was waiting for the evolution of a political party that should incorporate the slavery question in some of its multifarious aspects in its platform. Time was to give him his ample opportunity. The Kansas-Nebraska Bill so solidified the anti-slavery sentiment as to make the creation of the Republican party a logical necessity. As soon as it appeared he was one of its active adherents.

And now I am going to make a claim for Mr. Fell that I have not thus far come upon. I cannot resist the conviction that there originated with him an idea that made him an historic character and thus identified him personally and potentially with tremendous events

that were world wide in their consequences. I do not claim for him the far vision that might have foreseen what followed from the forces that were set in motion. Short-sighted creatures of a day, we may, nevertheless, release energies that by the natural accumulation of inertia may precipitate catastrophies that rock a world, bury old wrongs in the ruins of the castles they have built for their own preservation, and thus make possible a new day of freedom for mankind.

Here are some statements whose correctness is amply verified by Hon. Owen T. Reeves, Hon. A. E. Stevenson, and Hon. James S. Ewing.

On the twelfth day of September, 1854, Senator Stephen A. Douglas came to Bloomington to make a public address. He stopped at the old National Hotel, at the corner of Front and Main streets. Lawrence Weldon, then engaged at the practice of the law, at Clinton, came up to hear the speech and went with Mr. Ewing and Dr. Stevenson to call upon the senator. Shortly after, Mr. Lincoln, who had probably come up from Springfield for the same purpose, came in to pay his respects to the honored guest. After a brief conversation Mr. Lincoln withdrew. Shortly after, Mr. Fell entered the room and was cordially greeted by Judge Douglas, for they were old acquaintances. The tide of conversation ran along in the usual way for a time, but Mr. Fell had an especial purpose to subserve. He therefore said to the Judge that there was much feeling over the question of the Kansas-Nebraska Bill, and that many of Mr. Lincoln's friends would be greatly pleased to hear a joint discussion between himself and Mr. Lincoln on these new and vital questions that were so vitally interesting the people.

Judge Douglas seemed much annoyed and after hesitating a moment said: "No! I won't do it. I come to Chicago. I am met by an old-line Abolitionist; I come to the center of the state and am met by an Administration Democrat. I can't hold the Abolitionists responsible for what the Whigs say; I can't hold the Whigs responsible for what the Abolitionists say, and I can't hold either responsible for what the Democrats say. It looks like 'dogging' a man over the state. This is my meeting. The people came here to hear me and I want to talk to them." Mr. Fell said: "Well, Judge, perhaps you may be right; perhaps some other time it may be arranged." And so it was that Mr. Fell did not carry his point for that meeting.

The Joint Discussion

But Mr. Fell did not give up the idea of the joint discussion. It was his pertinacious following of the scheme that gave to the country that memorable series of illuminating addresses, unsurpassed in all the annals of debate in which the supreme question, the question of fate, in the forum of a nation, was held up to the reason and the consciences of men.

Who doubts for a moment the effect of those debates upon the destiny of Abraham Lincoln? It would be the most violent of assumptions to assert that he would have been nominated for the presidency of the Republican party in 1860 without the prominence they gave him. He took his logical place thereafter at the front of the

champions of the anti-slavery movement, for he had proved himself more than equal to the most redoubtable protagonist of the pro-slavery movement. I cannot resist the conclusion that this remarkable train of sequences logically followed Mr. Fell's resolute purpose as foreshadowed in the brief incident that I have related.

His Part in Debate

But again. After the first debate at Ottawa, Lincoln came to Bloomington for a conference with friends from all parts of the state. Judge Reeves is responsible for the statement that Mr. Fell was present at that conference, as we should fully expect. At the Ottawa meeting Judge Douglas had propounded to Mr. Lincoln a number of questions to be answered at Freeport. Mr. Lincoln told his friends what answers he should give to those questions, and he also told them he proposed to propound certain questions to Judge Douglas at that meeting. Among them was this one: "Can the people of a territory, in any legal way, against the consent of any citizen of the United States, exclude slavery from a territory prior to its admission as a state?"

The members of the conference saw clearly that if Judge Douglas should answer this question in the affirmative he would certainly be elected to the Senate, for there were many Republicans favorably disposed to him because of his opposition to the attitude of the administration. It was believed that he would so answer. Lincoln saw that, although such an answer would close his hope for the coveted senatorship, the South would never nominate so uncertain a candidate in 1860. In consequence, the conference therefore protested against the submission of such an interrogative and voted against it with a single exception. That exception, I need not say, was Mr. Fell. Did his stand in the premises account in any way for Lincoln's reply to the conference—"Judge Douglas may indeed defeat me for the Senate but he will at the same time defeat himself for the presidency in 1860, and that is a far greater issue."

Shaped the Result

Prophetic words! They were verified to the letter. Did Jesse Fell's support of Lincoln's plan fall into the causal series again? Who can answer? The logic, if so, is firmly knit—Mr. Fell's suggestion of the joint debate; the consequent nation-wide fame of Lincoln; the consequent nomination; the fatal question; the two Democratic candidates in 1860; the triumphant election of Lincoln; the abolition of slavery; the indissoluble reunion of the states; one flag! One common destiny!

Did this modest man ever allow himself to trace the conclusions of the successive syllogisms to the final conclusion? Dr. Edwards besought him to write a frank and free autobiography and he really began it, but his modesty soon got the better of his resolution and he gave it up, declaring that he could not bring himself to the task. If he had only been willing to write a book of "Recollections" what revelations we might have had!

Champion of Liberty

I said, a few minutes ago, that he championed the cause of freedom and toleration in religious matters. This he did especially in the part he took in the organization of what was long known as the Free Congregational Church of Bloomington.

Which of two of the major differences that formerly drove sharp lines of social cleavage among men arouses the bitterer controversies, religion or politics? We of the present know little of the implacableness of the hostility which formerly existed between men who were in separate political camps and who affirmed belief in separate religious creeds. At the same polling place we interrupt a friendly conversation to deposit our several ballots and resume the cordial interchange of thoughts as we again go together on our common way. The spirit of conflict over religious differences has quite folded its wings and shed its sharp talons and taken on the semblance of the dove rather than that of the hawk. There was a time, however, and it was not long ago, when the bitterness engendered by the rise of differing sects was the death of friendships, the divider of families and the destroyer of community peace. And this conflict over creeds often appeared to be a minor difference of doctrine or an inconsequential variation in ceremonial observance, but the hostility was none the less intense.

In Church Organization

Imagine, then, the introduction into the institutional life of Bloomington of an organization that seemed to be indifferent to a body of doctrine that was regarded by the great majority of men and women in the west as indispensable to give validity to any rightful claim to the name religion. Such a phenomenon appeared in July, 1839. I have not time now to trace its history. Of course, the Fells, Jesse and Kersey, were there. Let it suffice to say that an organization was effected and that Charles G. Ames, predestined to a notable career, was called to conduct the Sabbath services of The Free Congregational Society. On another occasion I tried to tell, with some degree of fullness, the history of the first half century of the life of this pioneer society. Its rank represented many shades of opinion, both theological and political. Of course, its personnel had at least one common point of agreement; all were committed to the idea of entire freedom of religious belief and of speech.

Of course Mr. Ames would speak his mind on the slavery question. He did so and some of his parish were so offended that they withdrew. But Mr. Ames was incapable of bitterness. While he preferred that they should stay, he could not deprive himself of freedom of speech to retain them, for freedom was the principle upon which the society was founded.

Before his nomination Mr. Lincoln dined with Mr. Ames. The "Irrepressible Conflict" was thoroughly discussed, Mr. Ames taking very advanced grounds. Upon leaving, Mr. Lincoln said, "I am as strong an anti-slavery man as you are, but I recognize some practical difficulties in dealing with it that you do not seem to see."

Some Intimate Details

After the execution of John Brown Mr. Ames preached his funeral sermon. Having been a member of his choir in old Phoenix Hall I had enjoyed some acquaintance with him and therefore felt free to write him, some seven years ago, with regard to this famous address. I quote briefly from his reply:

"On the last Sunday of November, 1859, I gave notice that on the following Sunday, if the telegraph brought the news of the execution of John Brown, I should preach his funeral sermon. The Society was in no mood to lay restrictions on freedom of speech, but there were those who said 'we've just launched our little bark in troubled waters and now Mr. Ames will blow us sky-high.' Phoenix Hall was none too large for those who came and there was great seriousness and perfect attention through the full hour's discourse. The next morning came the request for a copy for publication which was granted.

* * * oh, those were great days. I wonder if you live them over with such palpitations as come to me." I regard this quotation as germane to my theme as Mr. Fell was one of those who were called upon to stand behind Mr. Ames in those troublous times.

I am deeply conscious of the need of brevity but I must be permitted to relate a single additional incident in this connection. One of the successors of Mr. Ames was Mr. Ellis whose pastoral relations were very abruptly discontinued. He was a strong abolitionist and was so extreme as to have been one of those who volunteered to attempt to rescue John Brown from his Virginia captors. On April 23, 1865, when the country was speechless with grief over the tragic ending of the life of the great president, Mr. Ellis preached a sermon in Phoenix Hall in which he took occasion to criticise Mr. Lincoln in severe terms.

A Startling Incident

It is easy to imagine the effect upon the Bloomington audience of such an address and especially at such a time. In the Hall were many of Lincoln's personal friends, men who were bound to him not alone by political ties, but also by the bonds of warm affection. Here and there were soldiers recently from the front, whose veneration for the murdered chief magistrate was greater than for any other character in American annals. Here was Mr. Jesse Fell, the man to whom in 1860 Mr. Lincoln had addressed his autobiography, and one can possibly imagine how his heart must have been wrung by so ruthless and so utterly foolish a violation of the canons of the most ordinary common sense. The speaker was hissed and hooted and escaped by the back stairs to a drug store near by, from which he was rescued by Mrs. William Lewis, a present resident of Bloomington, and taken to her home. On the succeeding Monday the address was published in full and may be found, as may Mr. Ames' funeral sermon, in the files of the *Pantagraph*. An opportunity was thus offered to read exactly what Mr. Ellis had said.

But nothing could induce Mr. Fell to do violence to his principle of free speech and a free pulpit. At the next meeting of the Society he

offered a series of resolutions denouncing the interference with the speaker's explicit right to be heard, however unpalatable his utterances might be. This single illustration of his fidelity, under the most trying circumstances, to a principle which he regarded as a fundamental necessity in a free country lifted him in my esteem to the serene heights of supreme manhood.

His Philanthropy and Zeal

No time remains to give other illustrations of those qualities which mark him off so distinctly and so superbly. Yonder on the hill is the home of those wards of the state who, orphaned by their fathers' devotion to the country were deprived of that parental care which is the due of every child of our common humanity. It is there because of his philanthropy and patriotic zeal. Here rise the noble buildings of an institution to which thousands of grateful hearts turn with the most tender emotions. He wrought the deed, far more than any one else, that brought it here. We walk between these double rows of trees that he planted. One day he told me why he was impelled to adopt this particular plan. It was because he had happened to be in old Germantown, Pennsylvania, in the heat of a summer day. As he walked beneath the over-arching branches that met above his head, he determined to go to his new home and imitate the thoughtfulness of an unknown benefactor.

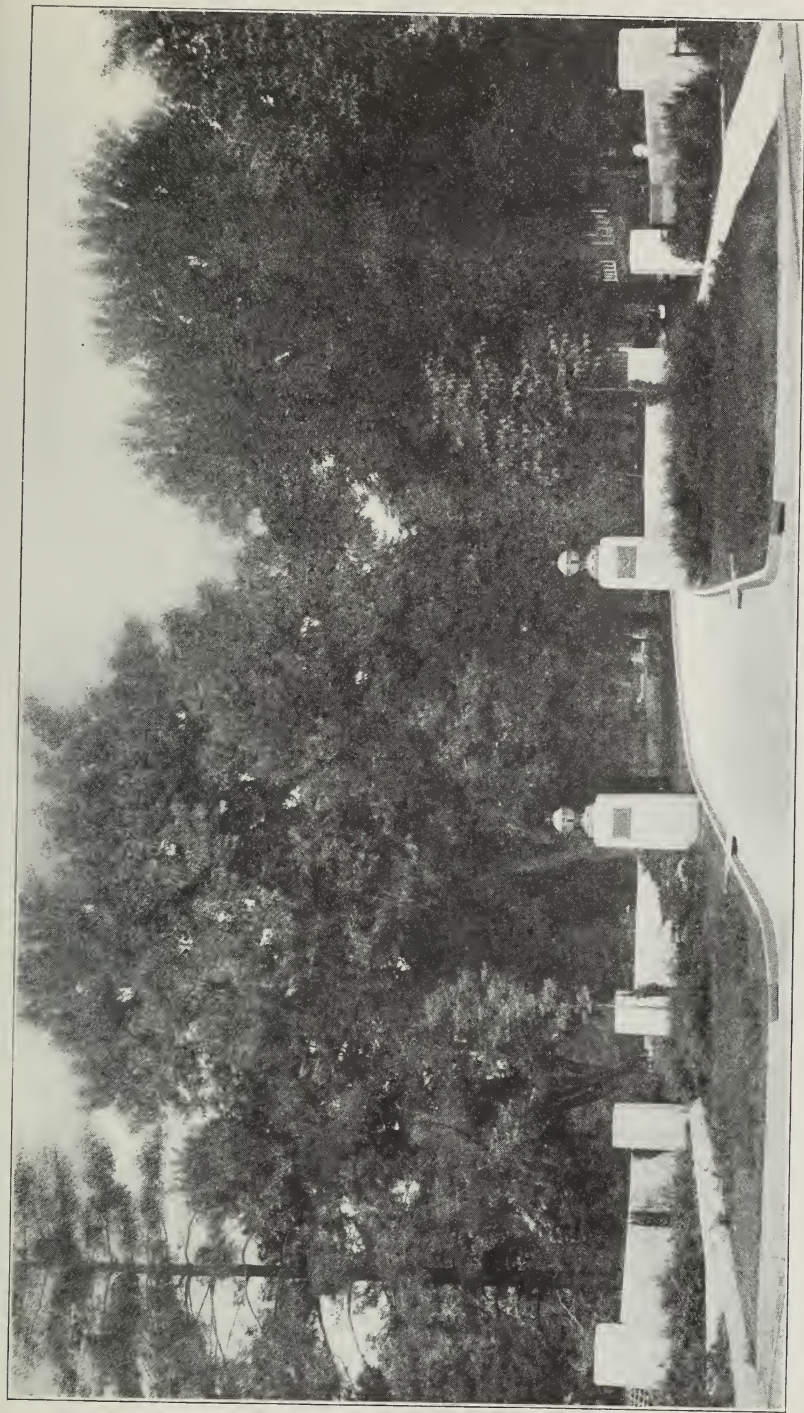
That I knew him, and had at least some modest share in his regard, has been one of the great gratifications of my life. Among my treasures is a memento which he ordered sent to me as he lay upon his couch of pain from which he realized he should never rise. Thank God for all of His heroes. They lift the world to the arching sky and leave an open door between the earth and the heavens. He was one of that great company and lived his life of simple devotion here in our own little community. Great souls need no hilltops for their homes in order that they may be singled out as the benefactors of mankind.

His memory is a precious treasure and as the new generations come and go this memorial structure will retell the inestimable worth of this simple, unostentatious man.

VALUE OF MEMORIALS

EDMUND J. JAMES

It was a little over fifty-three years ago that I first saw Jesse W. Fell. It was on the occasion of a visit of my parents to the Illinois State Normal University who, in looking for a place to buy a farm and "settle down permanently," as they expressed it, were especially concerned about the schools of the neighborhood. They had examined one or two farms north of Normal and so wished to see whether the educational facilities offered by this school met their desires as to the opportunities for their children. I was tagging as a lad 8 years old



THE JESSE FELL MEMORIAL GATEWAY



after my mother as she went into the primary room, then conducted by Miss Hammond, who afterwards became the wife of W. L. Pillsbury. As we came out on the porch on the south side of the Normal University building, Dr. Edwards, who was kindly showing us about, stretched his arm out in a sweeping way towards the south campus and said: "The trees you see here have all been planted by the Honorable Jesse W. Fell. And there he is now, planting still others," he said, as he pointed toward a man superintending the planting of certain shrubs or small trees. "He is sometimes called," Dr. Edwards remarked to my mother, "Jesse the tree planter."

My parents purchased a farm immediately north of Normal, where for ten years I lived and from which for six years I trudged back and forth to school while I was preparing for college in the grammar and high school departments of the Normal University. Mr. Fell was a favorite of mine, as he was of all the children, so far as I know. He was kind to us and let us play without disturbance wherever he was working, provided we did not interfere too much with the progress of the work, and sometimes, I think, even when we did. I remember my mother's saying once that Mr. Fell was a real public benefactor, and I wondered what that was and asked her what she meant. "A public benefactor" she said, "is a man who is doing things for the benefit of other people all the while and especially for the benefit of the community in which he is living."

I think there could be better descriptions of Mr. Fell and his work than this. I need not make any extended reference to the life and services of Mr. Fell. They will be fully discussed and presented by persons better able to treat that subject than I. I only desire to add my testimony to that of all the others to the fact that Mr. Fell was a man of power and influence in many different directions in the community in which he lived, and that in every direction this power and influence when exerted were exerted for the public good, for the advancement of the common interest; and in this respect he was a model citizen, a man after whom his fellow citizens could well pattern their own conduct, and to whom the teachers and preachers and mothers of the community could point with pride as one whose life and activity were worthy of emulation by the children of the community.

I should like to emphasize on this occasion the service which this community is rendering to itself by this formal recognition of the great work which Mr. Fell did for it and for the successive generations which will make up this community in all the years to come.

We have been very much concerned just at the present time with the question whether, as a matter of fact, we are at all, in any proper sense of that term, a nation.

We had a most astonishing illustration more than fifty years ago of how loose were the bonds which held us together as a people when the country suddenly divided into two great sections. These sections flew at each other's throats with all the ferocity and bitterness and energy which have been displayed in the great war now going on beyond the seas. And many things have since happened and some

things have happened lately that have rather called our attention to the fact that we do not, all of us at any rate, who live within the confines of the American Republic, think as Americans, think in the terms of the nation; but that we are still in some respects only an aggregate and not a thoroughly organized life unit. We are a collection of states and territories, of people from different races and different faiths and different histories—not yet melted and unified into a single people of uniform texture.

There is little hope of this ever being accomplished until the nation has become a true **organic** instead of an **aggregate** unit.

The comparison has often been made between the "body politic" and the "body physical" and there are some lessons which may be learned by us from the comparison. The body physical, according to modern theories of biology, is made up in essence of cells which are the last and final units out of which all portions of the body, and, finally the entire body, are composed. In these cells is the center of life and activity, the center of bodily health and bodily weakness and disease and death. If the cells function as they ought to do, all of them, each in its own way, we may be sure that the body as a whole will be vigorous and strong and effective. If the cells, however, become weak and anaemic and ineffectual, we may expect to see the body dry up and disappear.

So I should think of the nation as constituted of cells, not the individual human beings, but the ultimate or, if you please, the primal unit of organization, namely, the **community**. If the community is of the right composition, if it is organized in a healthy and vigorous way and performs its duties in a healthy and vigorous way, and all the communities do this, then we may expect to see a perfect national life as the flower and fruitage, so to speak, of this perfect community life, and unless this community life is of the right type, it is vain indeed that we build upon the tower, so to speak, upon the roof of this great structure when the foundation elements are decayed. If the civic life of the community is conducted on a low level, we have in so far as it is a part of the nation, a weak element which itself may become the source of disease and, like a cancer, by spreading its influence in the surrounding tissue, may ultimately undermine and develop a running sore which may seriously hamper, if not ultimately destroy, the organism of which it is a part.

Those communities in the United States in which education is neglected, in which the health of the community receives no attention, in which moral and religious influences are not cultivated, in which a low type of civilization prevails, are communities which may become centers of disease, stretching far and wide through the body politic. This is something we do not always realize. In a large way, we have a classic example in our own history. When the people of certain communities thought it was a good thing to import the black man from Africa and make him a slave, the foundation was laid for infinite trouble, not so much for the slave, for in many cases his condition was really improved over that in the native wildness from which he was taken, but the masters and the life of the master's wife and chil-

dren and the life of the community which was made up of the masters of these black slaves.

In the course of time as the country became industrially part slave and part free, it became perfectly plain to far-seeing men, even of the time of the Revolution, nearly a hundred years before the struggle finally came, that no community could endure, no body politic could continue to live, in which one part of the body was made up of cells depending for their industrial development upon the institution of human slavery and another part of the body was made up of cells whose industrial life was based upon a system of free and independent labor. It took a long time for this cancerous growth of slavery to make such headway as to finally threaten the destruction of the entire nation. But it came, just as inevitably as the sun rose and set, and it finally had to be cut out in all its ramifications—we have not completed the work yet by any means—by a process which for a time threatened to destroy the entire organism.

So today any community which permits its children to grow up in ignorance, which does not cultivate and organize and develop the various elements which enter into a complete and well-rounded education, is a cell full of danger to itself and to the larger communities and the body politic as a whole.

We have communities in the United States today—and they are not all in one part of the country, either—communities which are so debased as to form real centers of danger to the health of the commonwealth and the nation.

Now the process of civilization is not by any means an easy one, and every higher civilization is brought forth in pain and tears, and the human race tends steadily to fall behind unless efforts are continually put forth which involve blood and sweat. History has shown that in nearly every country and in nearly every time this work of standing, in season and out of season, for the forces which make for the uplift of the community, this standing for the right against the wrong, for the light against the darkness, for freedom against slavery, for justice over against injustice, for equal opportunity for all over against monopoly and slavery, has been the privilege and the burden of comparatively few members of the community, those men whom we call leaders, those men to whose call to advance we respond, those men whose leadership we recognize and follow.

Jesse W. Fell was one of these men, and this community, thanks to his leadership and that of men like him, thanks to the original constitution of the community, made up of many different elements from many different parts of the country, has moved forward steadily to the ever completer life as one of those fundamental cells of national existence.

Next to working out in a direct and immediate way through competent organs of action the welfare of the community, the element which has added most to civilization is the public spirit of private individuals, men of far-seeing vision like the man whom we honor today. Next to leading itself in all these respects, a group of people

shows its fitness as an element in civilization by its willingness to follow the leadership of men like Mr. Fell. And in that respect Normal has shown a wise capability.

I am greatly pleased to see that this community recognizes the great significance of an event like this—namely, the erection of a memorial in honor of the men who have done things worth while in the community, especially in honor of the men who saw the best things that were possible to the community and stirred up and spurred it on to realize these best things. It was not merely the work Mr. Fell did himself directly in planting these trees, in urging the improvement of the schools, in bringing one after another of the public agencies into more efficient action, but it was his work in stimulating other people to emulate his example. And one of the evidences that you have done that is not only to be seen in the external evidences which we see around us in improved schools, in paved streets, in improved water supply, and in enlarged and improved churches, in adequate drainage, etc., etc., but one sees it also in this willingness to acknowledge an indebtedness to the men who are wise enough to lead such enterprises.

I have often said to members of the Illinois Legislature when presenting to it the claims for the support of the institution which I have the honor to represent today, that the people of Illinois have vested for the time being in them the trusteeship for determining the level upon which the community shall move. The business of a legislator is not simply to do what his constituents want him to do, but to do the thing which his constituents ought to do and to throw the full impetus of his power and strength into compelling the state to undertake the tasks which the interests of society demand it should undertake. The duty of your local member in the legislature and of every other member in the Illinois Legislature is not merely to see how little money he can give to the building up of this great Normal University, of which we are all so proud, but to discern if possible what the function of this institution ought to be and then by every means in his power help to the realization of that function. In fact the member of a board of trustees should be a prophet. He should have visions and these should be visions of the higher life of the community and the higher level upon which the community may walk, and the fundamental purpose of his trusteeship is that he shall help the community up to those higher levels and hold it steadily and true to its higher levels. This was the work as Mr. Fell conceived it, and to which he gave unsparing industry and absolute devotion, and because you recognize that end, because you recognize, even though in large part unconsciously, that somehow or other this is your interest projected in this large way by this seer and prophet, you are willing to honor him by this beautiful memorial. He cares nothing about it, of course. His family in a few years will care nothing about it. It will not be long until everyone will have passed away who ever saw Mr. Fell or who ever saw anybody who ever saw him, or spoke to him, and the personal element will disappear as the years go on, but this monument will ever stand here to remind the boys and girls

of this community as they play about its foundation, and the men and women who pass by, that here was a man who deserved well of his community, and they will be led by the existence of this monument to ask what he did and why and how, and the story will ever again be told to bring new inspiration and new life into each succeeding generation.

I have a friend, a most competent and brilliant and highly educated woman, who declared to me when she saw the monument erected to her father, who was one of the greatest Americans, that no man deserved a monument, no man had ever done so much as to really deserve in any proper sense that his memory should be kept alive, that none of us, no matter how hard we labored, could perform any work of supererogation, and that therefore it was an idle, nay an immoral act, this erection of monuments in honor of men and women who, no matter how much they have accomplished, have fallen far short of their duty to their day and generation. There is, of course, something to be said for this point of view, and I am sure that no man or woman ever performed any service for the community of any great value who did not, in the bottom of his heart, feel that it was such an infinitely slight service that he should be almost ashamed of thinking of it as a service to his fellowmen.

But monuments of this sort are erected not to flatter living men, but to call the attention of the boys and girls of each successive generation to the things that are most worth while in the lives of members of their own community, to the things that men will be most grateful for, to the things upon which the community will lay the most weight, to the things that men will think about after one has passed out.

This people will remember Andrew Carnegie, for example, not for the fact that he accumulated a great fortune of millions of dollars, not that he was one of the great industrial figures in the day and generation in which he lived, not that he was one of the captains of industry who shaped the course of men's occupations, in many different directions, but because he devoted this money which he accumulated in this way to what he conceived to be good purposes, and even though he should be mistaken in the form of its application, and even though the gifts he made should produce harm rather than good, yet the motives of the man will be the things that are remembered, and if the American people should decide that his motives were unworthy, that he gave this money not for the purpose of accomplishing good, from a sincere wish to do it, but simply for the purpose of magnifying his own name, they will forget him or they will blame him.

Monuments of this sort help us to teach in a concrete and direct way to our children what are the really worth while things in the development of a community and a nation, and so I have always been in favor of seeing them erected in honor of men who have done really great and useful things. It is an honor to Mr. Fell that the people of this generation, that you, standing about here, few of whom knew him personally, few of whom could really have had any conception of the largeness of the man's mind and activities, erect this

monument to him. It is a much more significant, much more helpful, and to my mind much more useful service which this memorial will do by virtue of the fact that it is an honor to the community which has raised it, for you honor yourselves far more than you honor him in the events of this day.

Let every citizen, no matter how humble, take new heart in view of these facts. We are sometimes inclined to despair of the Republic when we see so many difficulties in life, communal, state and national. We sometimes hang our head in shame at the events which have occurred within the limits of the great Republic without any adequate reaction in the direction of national or local uplift. But in the life of every man who has fixed before himself as a goal the ideal of rendering public service, we get a new inspiration, a new outlook, a new hope.

From the contemplation of this gateway, let the little boy and girl learn the humble lesson of picking up the papers and other rubbish which are flying over the streets, which they perhaps have themselves thrown there. Let the citizen living in a humble cottage with a few square feet about it realize that as he keeps that lot, as he improves that lot, he is doing a duty by his community and by his fellowmen that will help raise the standard of life in the community as a whole. Let every man of influence and power and wealth and resources in the community recognize that it is a part of his business to work to improve these conditions under which the life of this community must be carried on, that it is a part of his business to see that the schools are improved, that the churches are supported, that the public institutions of all kinds are made as efficient for their purpose as they can possibly be made. Let the member of the city council have borne in upon him the conviction that a public office is a public trust and that the man who violates in any way the interest of the community for any purpose whatever, whether it is in violation of the law or not, is a scoundrel, is an unworthy citizen, one who ought not to walk in the shadow or come into the same street where a monument has been erected to such a man as Jesse W. Fell. With such a spirit, with such a life, we may be sure that this prime cell of our great Republic can give an example in its local health which all other similar cells of the nation might follow.

A PHILANTHROPIST OF MIGHTY VISION

J. H. BURNHAM

Jesse W. Fell was a lover of mankind, a man of mighty vision. He loved his family and was never happier than when in their midst, planning and working for their future welfare. He wisely planned for the benefit of his adopted town, for the county of McLean, for the state of Illinois, for the nation, for the freedom of the slave, and always labored for the good of all mankind.

As early as 1834, when for two years he had lived in Bloomington as its first lawyer, he spent nearly a whole session of the Illinois Legislature at Vandalia, and, almost unaided, prevented the western tier of townships from being sliced off from McLean county in the interest of a new county seat. His clear vision told him that only thus could the new town of Bloomington retain its prestige and the new county of McLean preserve its grand outline, and the service he then performed has never yet been sufficiently appreciated.

The new county of McLean was tolerably well established by this time but Mr. Fell was exceedingly anxious that its future should be provided for, and so became one of the prime movers in the pioneer effort to start a newspaper. The first issue of "The Bloomington Observer" started, mainly, by the personal efforts of Mr. Fell, was dated January 14, 1837. After going through the vicissitudes incident to a newspaper in a new county, we find its successor, "The Bloomington Intelligencer" in the sole ownership of Mr. Fell on March 17, 1852. The paper passed the next year to the ownership of Mr. C. P. Merriman and then became the well known Pantagraph. This newspaper has been published the most of the time as a daily. However it was believed by Mr. Fell and his friends to be scarcely up to the requirements of the town and county. Being resolutely resolved upon making this newspaper of more service to the public, Mr. Fell, in company with his son-in-law, Mr. Wm. O. Davis, purchased a controlling interest in 1868, and the two entered most energetically upon their chosen labor of developing the journal in accordance with the needs of this intelligent community. Fortunately, Mr. Davis had the necessary financial means, and experience soon proved that he also possessed a remarkable aptitude for newspaper management. Its growth has been of the most substantial character, and the descendants of Mr. Davis, now owning the newspaper, are proving themselves true to the tradition of their ancestors.

In 1845 when the state of Illinois was in imminent danger of repudiating its enormous bonded indebtedness, and was about to be driven into hopeless bankruptcy by incompetent leaders, Mr. Fell published an open letter to the Senate and House of Representatives, boldly advocating the imposition of taxes and he eloquently urged the policy of re-establishing the state's financial credit upon a sound and reliable basis. The plan which he recommended was followed in the main, and his influence at that early day is said to have been very powerful. His vision told him that this state's magnificent agricultural domain could only thus be put in the way of its subsequent wonderful development.

In the various periods of railroad building in 1838 to 1881 he was always a vigorous leader. He was either a projector or a railroad official in every scheme for a north and south or an east and west railroad in this vicinity. He secured a large portion of the right-of-way for the Chicago and Alton railroad from Bloomington to Joliet, was the chief agent in the donation of the machine shop site in 1853 and thus secured for Bloomington the immense advantages which have followed, and which will no doubt permanently continue.

While we are considering some of these almost marvelous achievements of this great man, we may reflect that no doubt his active and vigorous mind contemplated many a project which was never carried to a successful issue. His vision was so broad and his mind dwelt so intensely on benefiting his fellow men that we can well conceive that he must often have felt the want of practical co-operation in some of his most heartfelt projects.

Mr. Fell once told me that at a very early day when wearily riding on horseback along the line of the present Illinois Central railroad in company with General Gridley, they discussed the possible improvements likely to be enjoyed by future travelers along the iron rails which they fondly hoped would follow their route. How pleasant must have been his reflections in after life when all, and more than all, that his prophetic vision had predicted, actually came to pass in the lifetime of this earnest and brilliant railroad advocate.

The present generation needs to be told on this and other appropriate occasions, of Mr. Fell's almost superhuman exertions in behalf of all suggestions and plans for the advancement of the religious, educational, moral, agricultural and community development of his neighborhood, the county, the state, the nation and the whole world in which he lived, but this paper can touch only a few of his characteristic efforts in the directions indicated.

The man who planned our Normal campus, who planted with his own hands many of its grandly spreading trees upon a broad and almost desolate prairie, which I well remember, and who planted thousands of others in the streets of Normal—twelve thousand of them before Normal was anything but North Bloomington—no doubt had a vision of what their noble grandeur would be in fifty to sixty years, and perhaps believed that some of them would survive for centuries and in their final enormous growth in this rich soil would carry forward to future observers some remembrance of their origin. But the same man in giving names of trees to no less than thirteen of the streets of Normal perhaps never realized in his own modest mind that he was thus preserving for all time a most beautiful and touching reminder of his affectionate love for the town he had founded. Normal is truly indebted to the charming visions which must have occupied the founder's thoughts during this labor of love for coming generations.

In the early part of 1867, when the grand effort was being made in this county to secure the location of the Industrial University, which is now the Illinois State University at Champaign, Mr. Fell's efforts were little short of miraculous. I was one of the workers in the cause and had opportunity to become acquainted with the man and observe his methods of action, and I have never forgotten how ably, earnestly, enthusiastically, eloquently and persuasively Mr. Fell presented his arguments which resulted in an offer of five hundred and thirty thousand dollars for the coveted prize. Most of this was in eight and ten per cent county, town and city bonds voted by McLean county, the township and city of Bloomington and by Normal township and village.

Very few of us realized the actual possibilities of the university idea, but from the success which had then already been exhibited at the Michigan State University at Ann Arbor, it is evident that Mr. Fell had in mind almost a complete vision of what is now to be seen at Urbana and Champaign. Had that institution been located here and had it been properly fostered, what a boon Normal real estate would have secured! That it would have been fostered here was proved by the fact that notwithstanding Mr. Fell's bitter disappointment, which it took years to heal, he nobly seconded the effort made in 1870 to induce the State Constitutional Convention, then in session, to provide in the new instrument for very liberal permanent assistance to be given to the great institution. Mr. Fell grandly and magnanimously took the lead in this effort through a memorial from the Illinois State Teachers' Association to the convention, and he thus nobly proved that his early efforts in behalf of that institution as well as in aid of Normal, were based as much on his desire for general educational advancement as for his own pecuniary profit.

We ought to give a brief notice of Mr. Fell's efforts to have this state adopt the Maine Liquor Law at the June election in 1855, and we must not forget the remarkable steps he took in 1867 to perpetually prevent the sale of liquor in this town of Normal.

We shall also find that there has been running through all of Mr. Fell's life efforts a never ending thread of elevated thought and action in behalf of great public questions. He never forgot the poor and needy and by his wise advice and counsel he placed many a poor man in the way of future comfort and competence. Some of these were ex-slaves for whom he had a peculiar sympathy, and he entered heartily into plans for their future welfare. Nothing appeared to give him more pleasure than to witness the progress these once down-trodden people began to make at once, in their new environments, and to the very last he eagerly watched their advancement in all parts of the nation. From the very first he was active in his opposition to slavery, and gave most effective aid to the great cause of freedom through his wonderful assistance in bringing Abraham Lincoln's abilities to the notice of the people, both before and after 1858. He was enthusiastic in advocating Lincoln's nomination and election to the presidency. It is a candid opinion of good judges that no single individual in the United States performed more important service, everything considered, in bringing about the election of him who has proved to be the nation's idol.

The statements embodied in imperishable bronze upon the tablet dedicated here today are most admirably calculated to impress and inform future generations as to the most important characteristics of this great man—this noble-hearted philanthropist—although it will be almost impossible for those who never had the good fortune of his personal acquaintance to realize the grandeur and great modesty of his character. It appears proper to add that such was the simplicity of the man that we may well believe he never anticipated he would be deemed worthy of such public remembrance as has been manifested today, or had any idea of its possible occurrence.

PRESENTATION OF MEMORIAL GATEWAY TO TOWN OF NORMAL

MRS. D. C. SMITH

As President of the Women's Improvement League of Normal, the pleasing task is mine to present to the Town of Normal, through you, its Mayor, the stone gateway just erected at the east entrance to this campus in memory of Jesse W. Fell.

It is a tribute of love from his many friends far and near, who admired him while he was with them and who now honor his memory.

The bronze medallion portrait upon one of the main posts is a gift from the grandchildren, and is dedicated by them with affection to the grandfather whom they knew and loved.

The League is exceedingly pleased to know that the Town has authorized you to present this gateway for perpetual preservation to the Illinois State Normal University, thus linking together the University and the Town in further memory of him who was the friend and lover of both.

The members of the League feel a sense of pride, pardonable I trust, in the fact that they have been permitted to bear some humble part in the erection of this memorial gateway, and they cherish the hope that in the years to come many who look upon it, and pause to study the portrait and read the inscription it bears, may be inspired with Jesse W. Fell's rare public spirit and be moved to walk in his ways.

ACCEPTANCE FOR MEMORIAL GATEWAY FOR TOWN OF NORMAL

O. L. MANCHESTER

Mr. Chairman, Madam President of the Women's Improvement League:

In behalf of the Town of Normal I accept this gift. While it is primarily and fundamentally a memorial to Jesse W. Fell, it will, in a secondary and less important way stand as a testimony to the good will, the thoughtfulness, and the perseverance of the Women's Improvement League.

By the Town Council of the Town of Normal I am authorized not only to accept this gateway but to give it away. Therefore, to the Illinois State Normal University, as represented by its Board of Trustees and its President present here today, I now present this memorial. That the women have wished that this transfer be made in this way emphasizes the fact that they wish the most cordial and helpful relations to continue to exist between the school and the town.

May this beautiful memorial for generations and centuries to come continue to stretch out its ample white arms in welcome to the young men and women not only of Normal and McLean county but to those of the whole state of Illinois.

ACCEPTANCE FOR PERPETUAL PRESERVATION

CHAS. L. CAPEN

The first Constitution ever written provided that rewards should be conferred upon public benefactors. When such are bestowed by private liberality, and by affection, it is a coronation. It has been well said the greatest of public benefactors are the founders of such institutions as that upon whose ground we celebrate today. Every such a one is but the shadow of a great philanthropist who created it.

Illinois is blest more than in all other mighty achievements in the character of her pioneers, whose pure souls with unflagging energy established the foundations and set up the ideals of the highest civilization. The guide posts and land marks they handed down to us were those of education, progress and the higher life that for all time point and illuminate the true path.

Never had any community bestowed upon it, one whose public and private virtue, whose deeds and achievements were greater or more lasting in good, than was and is Jesse W. Fell—none of whom the saying of Lamartine is truer that Providence seems to delight at rare intervals in bestowing upon a community a great spiritual leader.

Of the most modest of men, working always for others and not for himself, he never sought personal distinction. He had much to do in establishing the common school system of the state; then with wise foresight recognizing schools could not succeed well without trained teachers, he rendered yeoman service in having passed the charter of our Normal School: but for his heroic and long-continued labors, it would have been located elsewhere, and this village not have been. He provided important surroundings, one being the curse of the saloon should not tempt the student; he planted many of the trees on the campus with his own hands and at his own expense; at the critical time in the panic of 1857 he, with one or two others, saved the institution from its creditors; during the after period of stress and storm he never hesitated to make any individual sacrifice, to devote his time and wisdom for its good. The debt of gratitude is none the less if he builded better than he knew.

We owe it to his character, as well as to ourselves, in this critical time when such strong efforts are being made to discard the ideals of the past, and to substitute for them those so strongly advocated in certain quarters, that this beautiful gateway built by the loving hands of the women of Normal, and by them given, shall stand as a perpetual protest against the false and dangerous doctrine the acquisition of wealth and the devotion of the chief energy and concern should be that which has wrecked the principal nations of Europe, and, if accepted, cannot fail to produce a like result for us. The beautiful architecture is in itself an inspiration and culture to every one who passes through its portals, and teaches that we must depend more than ever before upon the lessons of our schools and churches, that the most important ambition should be for a broader and deeper life rather than for a more extravagant living, and that love of country is to be exhibited in the upper and nobler spheres. Mr. Fell was of

the Society of Friends, commonly called Quakers, whose every action is controlled by the inner light, and was one of the truest of that denomination. It is justice to call him the height of Normal, as Scipio was called the height of Rome.

It is my good fortune to accept with gratitude, in the name of the State Board of Education this noble gift, and to promise in its name it shall be sacredly cherished and preserved. The Board is only a trustee, and acts for all the citizens of the state in memory of her distinguished son; for the residents of this county and village who are what they are because he lived and strove among them and still lives and strives for the hundreds of students now fitting themselves for the highest employment of life, and the thousands yet to come. This gift is not limited to the present generation, but is for posterity as well; example and influence cannot die; it will act something like a miracle upon the hearts and minds of all.

EDITORIAL COMMENT

THE FELL MEMORIAL

It would be difficult to overestimate the real significance of the simple yet beautiful exercises that were held on the campus on the afternoon of June 5, 1916, in connection with the dedication of the Jesse W. Fell Memorial Gateway. Mr. Fell had finished his life work more than twenty-nine years before, but the perspective that these years had lent to the events of his life had served but to bring their meaning into bolder relief and to show with greater vividness the breadth of his vision and the sterling qualities of his character. What to him in his life had been an inspiring vision had now become a living reality whose value to the people of the state, the simplest observer can appreciate. It is indeed a fortunate thing that the good women of the Women's Improvement League of Normal caught the significance of Mr. Fell's life work and sought, through the aid of friends, to build an enduring monument of stone to his memory which will catch the eye of every one of the thousands of students who, during the years to come, will seek training and inspiration in the institution he helped to found.

While it is true, in a sense, that what Mr. Fell did here on the campus and in the community will outlive the things that were said on this memorial day, it is nevertheless important that these things should be said. It is important that the history of this life, much of which has hitherto resided only in the memories of the witnesses who appeared on this program, should be recorded in some more tangible form. Fortunately, through the aid of friends, the Quarterly is able to print the entire program without making heavier draft on the finances of the Alumni Association than is necessary for an ordinary number. These extra pages are a free gift to our readers. We trust that all will appreciate them.

ORDER YOUR QUARTERLY STOPPED

We find it necessary to repeat that it is our policy to keep sending the Quarterly to subscribers until they order it stopped. If you do not get the Quarterly regularly, either we have made some mistake in addressing your envelope, or you have failed to notify us of some change of address. We are confident that we make very few such mistakes, and yet we have ample evidence that many of the numbers that we put in the mails never reach the persons addressed. Since the beginning very few subscribers have ordered the Quarterly stopped and yet we have lost many subscribers. The most discouraging feature of our work in publishing the Quarterly is the almost impossible task of keeping track of the wanderings of several hundred school teacher subscribers. If you do not care for the Quarterly longer, pay up your back subscription fees and order the paper stopped.

UNIVERSITY FOR THE QUARTER

The principal new feature of commencement week was the substitution of a commencement

Commencement speaker for the class
Address speaker of former

years. The address this year was given by President Charles McKenny, of the Ypsilanti Normal School. The subject of his address was: "A Philosophy to Live By." Dr. McKenny is a clear, logical, an inspiring speaker and every one present seemed delighted with his address.

The address may be summarized by quoting the main propositions which the speaker set up and supported by argument and illustration. These are as follows:

1. Thinking influences conduct. "As a man thinketh, so he is." Under this headed the speaker brought out the fact that education is an effort to influence conduct of people by directing their thinking. He said that the schools must lead people to see and believe that the human race is a unity that falls or rises together. He said that we must also realize that we are linked with the past by heredity. Christianity and science have not taken the fight out of us.

We can not live to ourselves. We must be world citizens not citizens of a community or state merely. International relations keep pressing in on us and modifying our destiny. Segregated vice in a city is the outgrowth of a false philosophy.

2. The race is capable of indefinite improvement. Some people claim that the race has in it the seeds of decay, and attempt to prove this by ancient civilization and by extinct forms of life. This, the speaker, said,

is a pessimistic philosophy. Instead of this, the speaker maintained that the race, like the individual, has in its own hands the choice between success and failure. In this age of the world, we have the benefit of the experience of the past history. We have the benefits of the science and the spirit of science. We have the benefits of Christian ideals. The ancients had none of these things. Through science and history we should know how to build up the race and the ideals of Christianity should give us the impulse to accomplish it.

3. The method of the rise of the race is the method of evolution. The reformer often tries to raise the race by evolution. We must know that progress is necessarily slow.

4. Each of us must do his own part. The history of religion, of science and of nations are all histories of individual contributions. This law of individual increment applies to all individuals, however humble. Genius is inherent in the human race and no one can tell in what race or in what school district a genius will be born.

5. The world is full of problems. No one can escape his problems, he can only neglect to solve them. The golden age is in front of the race, not behind it.

"For the rain, it raineth every day." This is the one text from Shakespeare which our

The pageant unwittingly
Pageant made most prominent. The committee in charge of the pageant had wisely provided three days of the week in which to have two performances of the pageant, but they should

hav provided a couple of weeks of the kind of weather we had. Tuesday and Wednesday, the days first selected, wer impossible because of torrents of rain. Thursday was quite as bad and every one came to commencement with rain coats and umbrellas. The clouds of Friday kept every one in suspense until a half hour before the time for the performance to begin and then they burst forth with a bolt of hail and rain. Two or three hundred people had come erly and securd good seats on the bleachers, and many of them sat in their places during this parting storm. At fifteen minutes before five o'clock the rain ceast and a few minutes after the hour, the elaborately pageanters began wading thru the wet grass, and the pageant was on. Rain held the boards again on Saturday and there was no chance to repeat. An effort was made the next week to repeat the performance for the benefit of the summer school students, and after two postponements was accomplisht.

We can not attempt to giv any account of the pageant itself except to say that it was regarded by all, who wer so fortunate as to brave the storms of rain to see it, as a brilliant success. It portrayd the history of the development of the drama from the beginning up to the time of Shakespeare in a very vivid way. Queen Elizabeth and her courtiers and Shakespeare himself appeard in the closing episode just as the twilight began to thicken. This was an imposing spectacle and stood out in bold contrast with the simple plays and dances that represented the erlier stages of the drama.

About one thousand people, all with appropriate costumes, took part in the pageant. The elaborate plans, together with the miserable wether,

resulted in considerable money loss to the committee.

Work was begun on the new women's dormitory about the first week of the summer

The New Building

school and at present writing the cement foundation is completed and the brick layers ar beginning to erect the wals. It is hoped that the bilding wil be completed within a year from the time of starting and that it wil be available for the receptions next commencement time.

Another commencement week is now a matter of history, and the I. S.

Commencement Week

N. U. has 169 more alumni. Eighteen of these graduated from the Senior College and so had been counted Normal graduates before. All the regular events, as reported in the May number of the Quarterly, wer carried out, with the exception of the Junior reception to the Seniors, and this was crowded off the boards by other more pressing events. Rainy weather muddled affairs considerably by causing repeated postponments of the Shakespearean pageant. It had been pland to hav two performances of the pageant during the week but daily rains permitted only one performance, and that between showers. President Felmley gave the baccalaureate address, using as his subject: "The New Patriotism."

The summer school of 1916 is another record breaker, 2276 students having attended the

The Summer School

first term. Classes overflowed all the bildings on the campus and occupied several rooms in the Public Schoo bilding across the street. This is a growth of over 400

students over last year's attendance. More students came than were expected and it was necessary to form new classes and employ extra teachers after the term began. We did not have auditorium room enough for all the students to attend general exercises at one time so the plan of having half the school attend one day and the other half the next day had to be adopted. It is our opinion that the quality of the student body has improved as well as its quantity. Doubtless the new certificating law is largely responsible for the increase in numbers, and it is a reasonable hypothesis that this same influence should bring about an improvement in the quality of the young people who seek to enter the teaching profession.

The weather was fine for the first three weeks of the term but hot dry weather visited us during the latter part of the term and this probably had some influence on the number that remained for the second term. Four hundred seventy had registered on the first day of the term, however, and this term also surpassed any former second term in numbers of students. More Senior College courses were offered this summer than ever before and more former graduates were back than ever before.

The summer entertainment course of six numbers was as usual very successful. The numbers consisted of the

Entertainment Course

Junior play, the play by the Seniors of the University High School, the Summer Chorus, and three plays by the Coburn Players. The Coburn Players gave Hamlet, The Rivals, and The Yellow Jacket. These players have become almost a regular part of the summer school and a great many people in Bloomington and

Normal attend the plays regularly every year. The plays are given on the outdoor stage on the campus, and this is an attraction for many people. If the stage could have been located in some quiet corner of the campus, it would be much more of an attraction than it is, for the plays are seriously interfered with by the frequent passage of street cars and trains on the Chicago & Alton road.

It is a pleasure to record the fact that the 1916 "Index" is a real improvement over many of

The Index

its predecessors. The editor, W. Carl Smith, and the business manager, J. Aaron Smith, both seniors in the Senior College, and their assistants, several of whom were also in the Senior College, have really demonstrated some evidence of their seniority in managing student enterprises. About 600 copies were sold, and no deficit was left to harass the members of the class. Every member of the faculty was finally, after much threatening, forced to have a new picture taken. This task had been undertaken by many Index managers before, but this is the first time that it has really been accomplished. In this number of the Index the graduates of the Senior College appear as a separate group for the first time.

Mr. F. D. Barber, of the faculty, was absent from his work during the first week of July,

Mr. Barber at N. E. A.

attending the meeting of the N. E. A. in New York City. He gave an address to the Science department on some phase of science organization in the secondary schools, and was elected secretary of the department. In this position he will have a large hand in shaping the program



TO THE FOUNDER OF NORMAL



JESSE W. FELL



FRIEND OF EDUCATION

LOVER AND PLANTER OF TREES

PHILANTHROPIST OF MIGHTY VISION

THIS GATE IS DEDICATED BY

THE WOMEN'S IMPROVEMENT LEAGUE

AND HIS MANY FRIENDS

of the department for next year, and this will have a wide influence on science teaching in the country. This honor, together with the text book on general science, of which Mr. Barber is the principal author, will help in making Normal more prominent on the map of science education than it has been in the recent past.

The stunt show which was given by the different student organizations during the winter evenings during the term was repeated on two successive evenings during the first week of the summer term. The show had been greatly improved since its first presentation and considerable more money was spent for music, stage decorations and the like, and it was supposed that in two performances before the large student body of the summer school, it would net a nice sum of money to be added to the students' loan fund. On the contrary, the expenses were ten dollars more than the income. It seems that an overdose of entertainments had been provided for the summer school students. They were asked to buy tickets to the pageant, to the summer entertainment course, to the stunt show, and to buy season tickets to the summer literary society. This, together with numerous fees for picnics at Miller Park, dances, and a little money for movies, proved too heavy a tax on the pocket books of the summer students, and they failed to accept all the opportunities offered them.

Perhaps another explanation of this lies in the fact that most of the summer students come here mainly for what they get in the classes. They come here for credits, which mean renewals of certificates and increase in salary. The unfavorable

weather conditions that usually prevail during the summer make it difficult enough for a student to attend to the two or more majors, and they have no great hankering after other entertainments.

We are to have fewer changes in the faculty this year than usual, only four members leaving at the end of the present year. Mr. William Hine, who, for

Faculty Changes

the past year has been teacher of zoology, is to be succeeded by Miss Lillian Dole, '05. Miss Dole received the Master's degree from the University of Illinois last June, having done her major work in zoology. After graduating at Normal, Miss Dole taught science in the high school at Gilman, Ill., for several years and at one or two other places. She has made a splendid record as a student at the University and is exceptionally well prepared for the work she will do in the Biology department.

Mr. George Cade, '10, who for the past four years has been principal of the Thomas Metcalf school, has resigned and will go to the University of Chicago next year to study. Mr. Cade expects to major in education and prepare himself for a position in that line in a Normal school. It is his intention to remain at the University for two years and complete the work for the Master's degree. His place here is to be taken by Mr. T. J. Wilson, T. C. 1916. Mr. Wilson finished the work for his B. Ed. degree here early in the year and since has been studying at the University of Chicago.

Miss Minerva C. Hall, who for the past two years has been assistant in the music department, has resigned to accept a position as director of music work in the schools of Topeka, Kansas. Miss Hall has been unusually successful in her work here. She has

had the absolute confidence of every one in the institution and has accomplished wonders in orchestra and choral work. Her place is to be taken by Miss Marion Wright, of Pottsdam, N. Y., where she has held a position in the Crane Institute of Music. She has had an extensive special education in music and comes highly recommended.

Mr. Harvey T. White, of Carlinsville, has been selected as principal of the school at the Soldiers' Orphans' Home. This school is to be a part of our training school next year. Mr. White has been a successful superintendent in different cities of the state for several years. By attending summer schools and taking special examinations he finished the work of the Normal course here and graduated with the class of 1914. Miss Jane Blackburn, T. C. '16, has been selected as one of the critic teachers for the school at the Orphans' Home.

Miss Frances Morehouse, who for the past five years has been one of the critic teachers in the University High School, has been offered a similar position in the School of Education at the University of Minnesota. This position is to be ready at the middle of the coming year, and if a suitable person can be found to take up the work here at that time, Miss Morehouse will accept the position.

Mr. Lyon's resignation was mentioned in the May number of the Quarterly.

The regular June meeting of the board of education was held on Wednesday of commencement week, as

Board Meeting

usual. Since the State Legislature is to meet next winter, the important business of the board was to determine on what should be asked for of the legislative body. It has been a sort of

unwritten law of the legislature that each of the normal schools of the state should be allowed one building every other session of the legislature. This system has not kept pace with the needs at Normal and even though our plant has grown greatly during the past ten years, our needs for space have greatly outgrown it, and we are in need of more school room. Consequently, the board has decided to ask for two new buildings next time. One of these is to be a men's gymnasium, and the other is to be a science building. Both buildings are badly needed now, and it is difficult to see how we shall be able to get along without them if they are not granted next winter. Our one little gymnasium is entirely inadequate to our needs with three teachers of physical training during the regular year and an extra one or two during the summer.

The last three buildings we have had have added comparatively little school room. The Manual Arts building is taken up largely with the auditorium. The Thomas Metcalf building simply made room for an adequate library and gave us only a few more school rooms, and the new woman's building now in progress of construction will not give us any school room. Notwithstanding this small growth in rooms for classes, the manual training, the household science, and the commercial departments have been added, and many new courses and several new teachers have been added to other departments, and so we are hard put to it to find places to hold our classes. A science building which will be wholly available for classes will greatly relieve this condition.

One other important step which the board of education took at this meeting was to vote to organize the faculty into twenty-three departments. Previously departments have hardly existed in the institution. Each teacher

has been directly responsible to the president, and there has naturally grown up considerable lack of co-operation and correlation between the work of different courses, and a good many similar difficulties have resulted from that system. It seems to us that this is an important movement and that it will result in much greater efficiency in many ways.

The I. S. N. U. deserves some credit for the good organization of all departments of athletics and for the large number of students taking part, if

not for the winning of games and championships. During the regular year the campus is full of athletic teams of all descriptions from those composed of the stalwarts of the third grade, up to the teams that represent the institution in intercollegiate and inter-high school contests.

On June 8 athletics held sway at general exercises, and the "N's" were awarded to successful athletes. The following is the list of men awarded the letter: Basketball: Courtright, Ritter, Farrell, Jones, Thompson, Hanson and Miller. Football: Perry, Courtright, Farrell, Boyer, Burns, Ritter, Grubb, E. Burtis, R. Burtis, Hanson, Fiedler, and Vanneman. Track: Hacker, Butler, Ritter, McBride, Miller, Cox and Yeck. Baseball: Walker, Wiemers, Gillis, Farrell, Mueller, Tice, Lesseg, Guard, Jones and Comp.

These men met after receiving their letters and elected captains for the different teams for next year, as follows: Hanson, basketball; Jones, football; Gillis, baseball, and Miller, track.

It seems not to be consistent with other duties at Normal to develop "great" athletes and winning teams, and probably it is not necessary. It is, however, necessary, or at least highly

desirable, that a normal school should have facilities for training young men in all the major school sports. Athletics has come to be a regular part of the work in high schools and it is just as essential that this work be well managed as any other part of the work of the school.

Mr. Merton J. Lyon, who for the past five years has been assistant in manual training and coach of high school athletics, has recently accepted the

Mr. Lyon to LaCrosse position as head of the department of manual training in the Normal School at LaCrosse, Wisconsin. This normal school is the one of the state especially emphasizing the manual arts and, consequently, the head of the department of manual training is a splendid position. Mr. Lyon resigned his position here early in the spring and has had a rather long and discouraging wait for a position, but, as would be expected of him, he exhibited the qualities of a good "sport" and waited without complaint until the reward came.

Mrs. Harriette Spofford Hovey, wife of the first president of I. S. N. U., General Charles E. Hovey, died at Pasadena, California, on June 28, and

her body was given formal burial by the side of her distinguished husband at the Arlington National Cemetery, on August 8. Memorial exercises were held in her honor by members of the Grand Army of the Republic. Some of the surviving veterans of Illinois regiments took part in these exercises.

Ever since the time of the Civil war Mrs. Hovey has been known to many people as "Mother Hovey." This is because of her services during the war in caring for wounded

soldiers which her husband sent to her from the front. In later years, too, she was "Mother Hovey" to a group of young poets, who received much inspiration and encouragement from her at her home in Washington. Most prominent among these was her son, Richard Hovey, author of the "Stine Song," and joint author with Bliss Garman of the "Songs of Vagabondia." Mrs. Hovey's life and work is so well known to all the older alumni that it is needless to repeat more of it here.

Mr. Verne R. McDougale, of Charleston, Ill., has been elected to succeed Mr. Lyon in our manual training department. He is a graduate of the Charleston high school, has attended the University of Illinois and the James Millikin University each one year, and this summer is completing the work for the degree of bachelor of arts in manual arts at the University of Wisconsin. He is unmarried, and 24 years of age.

THE ALUMNI

Class Reunion

The class of 1913 has adopted the plan of holding annual reunions during commencement week. They held their meeting this year in the Art Rooms of the Manual Arts building on Wednesday evening. In previous years they have held picnics at Miller Park in Bloomington. A large number of the members of the class was present and letters were read from many absent ones. This is the only class which has attempted such a thing, but we believe that other classes should follow suit. Perhaps it would be better if some regular system of holding reunions should be adopted by the alumni association as a whole, as is done in most other institutions.

Class of 1916

The demand for teachers has been greater than usual this year. Most of the members of the class of 1916 have secured positions at better salaries than have ever before been paid. Following is the list of the class, together with their positions for the coming year, as far as *The Quarterly* has been able to ascertain:

Lillian Anderson, B. Ed., student in the University of Chicago.

Eunice Blackburn, B. Ed., student in the University of Chicago.

Jane Blackburn, B. Ed., critic teacher, Training School, I. S. N. U.

Caroline Marie Boling, B. Ed., assistant principal, High School, DeLand, Ill.

Charles Henry Briggs, B. Ed.

Catherine Bush, B. Ed., English in Normal High School.

Constance Coen, B. Ed.

Ella Dean, B. Ed., teacher of physics and chemistry, Harrisburg Township High School.

Thomas Lancaster, B. Ed., principal Township High School, Donovan, Ill.

Ernest Lightbody, B. Ed., science teacher, Weldon, Ill.

Gertrude Mayo, B. Ed.

Alberta Senton, B. Ed.

John Aaron Smith, B. Ed., teacher of physics and chemistry, Urbana High School.

W. Carl Smith, B. Ed., student in the University of Chicago.

Earl Stevens, B. Ed., superintendent High School, Rankin, Ill.

Marietta Stevenson, B. Ed.

George White, B. Ed., superintendent, Palistone, Ill.

Thomas J. Wilson, B. Ed., principal of Training School, I. S. N. U.

Portia Alexander.

- Helen Irene Anderson.
 Geraldine Archambeault.
 Pearl Augspurger, assistant principal, Cerro Gordo, Ill.
 Mrs. Grace Badger.
 Hazel E. Baird, history and literature, Minier, Ill.
 Margaret A. Balmer, Cadwell, Ill.
 Cora E. Bennett.
 Leta Rae Billings.
 Arthur W. Boley, superintendent, Cerro Gordo, Ill.
 Bessie Boley, household sciences and music, Albion, Ill.
 Friedolin Brandenburger, general science and geography, Junior High School, Decatur, Ill.
 Edward J. Braun, principal, Township High School, Murdock, Ill.
 Shirley Bruce, first grade, Fairbury, Ill.
 Forrest Bullock, superintendent, Manhattan, Ill.
 Edwin Burtis.
 Helen Bush, intermediate grades, Danvers, Ill.
 Charles H. Butler.
 John W. Carrington, superintendent, Manteno, Ill.
 Dale A. Changnon.
 Edna M. Changnon.
 Natalie Chapman.
 Essie Dale Clark.
 Mary Colgrove, fifth grade, Mattoon, Ill.
 Verne D. Comp, principal High School, Plainfield, Ill.
 Marie Cook, third and fourth grades, Mackinaw, Ill.
 Russell Courtright, commercial branches and athletics, Gibson City, Ill.
 Carroll D. Cox.
 Irene Crosby, third grade, Naperville, Ill.
 Alene Crosby.
 Kathryn Cummings, third grade, St. Paul, Minn.
 Nora Cusick, rural school, Peoria county.
 Roy Deal.
 Jessie Dean.
 Mark Duncanson.
 Anna Elizabeth Duvall.
 Samuel Eusey.
 Lewis Fearhiley.
 Ruth Felton, second grade, Paunee, Ill.
 Marguerite Fields, first grade, Mokense, Ill.
 Flora Fink, physical training and geography, Jerseyville, Ill.
 Carrie Fisher, sixth grade, Riverside, Ill.
 Valeria V. Foster, English, Township High School, Bellflower, Ill.
 Alma M. Freed.
 Lydia M. Frey, geography and arithmetic, fifth, sixth and seventh grades, Gridley, Ill.
 Lela Funk.
 Zoe Garlough, assistant in domestic science, High School, Danville, Ill.
 Alice Gasaway, English, High School, Gilman, Ill.
 Harriett E. Gates.
 Anna Gillespie.
 Mrs. Stella Chism Goodheart, English, High School, Rushville, Illinois.
 Lela Mae Gregg, second grade, Mattoon, Ill.
 Nora Inez Gregg.
 Ruth Guttery.
 Elva Guy, primary and physical training, Decatur, Ill.
 L. W. Hacker, superintendent, DuRand, Ill.
 W. R. Harrell, manual training, Decatur, Ill.
 Josephine E. Hayes.
 Irene M. Henry.
 Marion E. Herriott, physics, biology and agriculture, High School, Barry, Ill.
 Mary I. Hey.
 Ida B. Vern Hieronymus, English, history and German, High School, Murdock, Ill.
 Gertrude Hogan.
 Norma Hogue.

Mabel D. Hollis, domestic science, Saybrook, Ill.

Parker Holmes, agriculture and science, Rutland, Ill.

Julia Hudak, garden work, Joliet, Ill.

Bertha Hueni, grade work, Towanda, Ill.

Helen Ibbotson, second grade and music, Genoa, Ill.

Euris Jackson.

Vera Jinnings, grade work, Secor, Ill.

Esther Johnson, assistant principal, High School, Ellis, Ill.

Grover E. Johnson, manual training, Naperville, Ill.

Joseph M. Johnson, principal, Forrest, Ill.

Waldo T. Johnson, principal, High School, Wenona, Ill.

Leona Kamm.

Marian M. Johnson, assistant principal, High School, Gifford, Ill.

Prudence Kelley, second grade, Pekin, Ill.

Katherine F. Kelly.

Lide Kershner, third grade, Fairbury, Ill.

Raymond M. Kettering.

Mabel Anne King.

Agnes Leevers, seventh grade, Pekin, Ill.

M. Magdelene Ludwig, sixth and seventh grades, Freeport, Ill.

Mildred F. Lundeen, mathematics, High School, Abington, Ill.

Orville T. McCord.

Mabel N. Macy.

Miriam Manchester, English, Latin and German, High School, Argenta, Ill.

Lydia Mann.

Elverta Marriott, first and second grades, Tolono, Ill.

Marie Elsie Marshall, rural school, Peotone, Ill.

LaVerne Means, assistant principal, Cullum, Ill.

Emily P. Miller.

Grace L. Moberly, second grade, Naperville, Ill.

Irene Montgomery, department work, Morris, Ill.

Della S. Moore.

Verna E. Mueller, arithmetic and history, upper grades, LeRoy, Ill.

Harry E. Musick, principal High School, High School, Mt. Pulaski, Ill.

Opal A. Neal.

Verl Mary Nicol, seventh grade, Mt. Pulaski, Ill.

Marion Niehart.

Halvern Lamar Norris.

Alta Orendorff, normal training in High School, Huston, Minnesota.

Electa O'Neil.

Mabel E. Ost, history and English, High School, Cabery, Ill.

Gladys Parks, fourth grade, Lexington, Ill.

Cecil D. Parsons, assistant principal, High School, Sparland, Ill.

Ruth Scott Peck.

Frances Elizabeth Peters, rural school, Mt. Pulaski, Ill.

Marian Esther Pettit.

Minnie Mae Pierce, first primary, Illiopolis, Ill.

Jane Ruth Place.

Katherine Potts, music and drawing, Villa Grove, Ill.

Dwight Ramsay, ward principal, Decatur, Ill.

Phyllis Raycraft.

Nellie Reitz, mathematics, High School, Washburn, Ill.

Effie E. Reynolds, domestic science, Stockland, Ill.

Mary Robbins.

Helen R. Roe, township High School, Granville, Ill.

Gladys Schlabach, first and second grades, Chatsworth, Ill.

Oscar P. Schneider.

Coina M. Scott.

Mary Ina Seed, department work, Cicero, Ill.

Hazel Pearl Seitz, fifth grade, Pekin, Ill.

May Sherden.

Helen Sherard, mathematics, High School, Murdock, Ill.

Lucile Shipley, third grade, Maroa, Ill.

Daniel Shirck.

Fannie E. Showers.

Josephine Simpkins.

Robert S. Smith, superintendent, High School, Argenta, Ill.

Winifred Vera Smith, music and English, High School, Mason City, Ill.

Marie E. Stoltze, rural school, Danvers, Ill.

Irma A. Stracks, domestic science and music, Clovis, New Mexico.

James Oscar Sturdivant.

Ada C. Swaim, seventh and eighth grades, Mackinaw, Ill.

Niza Ethel Swirkard.

Verneil Swigart.

Nina Marie Tappe, hand work, County Home for Convalescent Children, West Chicago, Ill.

Maude Terrell, first, second and third grades, Allen School, Pekin, Ill.

Rhue Thomas.

Harold I. Tice, superintendent, Wehona, Ill.

Emma Trainer, first and second grades, DeLand, Ill.

Edgar Vanneman, commercial branches and athletics, El Paso, Ill.

Agnes M. Whalen.

Esther Wiechert, grades, Belleville, Ill.

Frank R. Wilde.

Mary Alice Wooston.

Leanora A. Wolk.

Raymond D. Yeck, assistant in manual training, Aurora, Ill.

Alumni Dinner

The alumni dinner, held on Thursday of commencement week, was an unusually pleasant occasion this year. Owing to the fact that the Shakespearean pageant had usurped all available space on the campus, the

dinner was held in the gymnasium of the public school building. Two hundred and fifty plates were laid and graduates from some of the early classes down to 1916 were present. Speeches were made between the courses by Hon. Charles L. Capen, M. R. Staker, Jane Blackburn, and President Felmley and President Charles R. McKenney were called on as extra numbers at the close.

Officers for next year were elected as follows: President, T. J. Wilson, T. C. 1916; secretary, Annetta B. Cooper, T. C. 1911; member of executive committee, M. R. Staker, T. C. 1914. The vice-president, Eunice Blackburn, T. C. 1916, and the treasurer, F. D. Barber, '94, held over from last year.

Alumni Notes

Jessie Suhm, '15, will teach at Hephner, Oregon, the coming year.

Margaret McCune will be principal of the Atlanta high school next year.

Glen Griggs, '11, will be principal of the high school at Pittsfield, Ill., the coming year.

Anna Stansbury will be in charge of the biology department in the township high school at Onarga the coming year.

Mason E. Knapp, '94, graduated from the Colorado Agricultural College in June, taking the degree of Bachelor of Science in Animal Husbandry.

C. W. Whitten has resigned his position as Professor of Physical Science in the Northern Illinois Normal School at DeKalb to accept the position of principal of the DeKalb Township High School.

Mildred Felmley has been elected principal of the Normal Public School for the coming year. She took her B. Ed. degree here in 1914 and since has been teaching in the Paxton, Illinois, high school.

Roy Schofield, '16, who has been a student in the Teachers College here during the past year, will be superintendent at Heyworth next year. This position has been filled the past two years by Leonodus Harr, '14, who, in turn, will enter the Teachers College the coming year.

MARRIAGES

Hedden-Gould

Miss Inez Hedden, '09, was married early in July to Professor Chester M. Gould, professor of literature and languages at the University of Chicago. While a student at the University Miss Hedden was very prominent in debating and other platform exercises, being a member of one of our winning debating teams with other normal schools. Since graduation here she taught at the John Swaney Consolidated school at McNabb, at Tucson, Arizona, and in 1913 she graduated from the University of Chicago.

Deaths

Bruce Bright, '03, died at his home in Normal during the latter part of July, after a lingering illness of about three years. He was a graduate of the Normal high school, of the I. S. N. U., and of the Wesleyan Law School. During recent years he was engaged with his father and brother in the fruit and vegetable business and seemed to be very successful. He leaves a wife and four children.

Those who were students here twenty-five years ago will learn with regret of the death of David Law. Dave was the one man in Normal and Bloomington outside of the school with which every student was acquainted. He was driver of the mule-propelled street car which connected Normal with Bloomington. Moreover, Dave was a friend of every student excepting possibly,

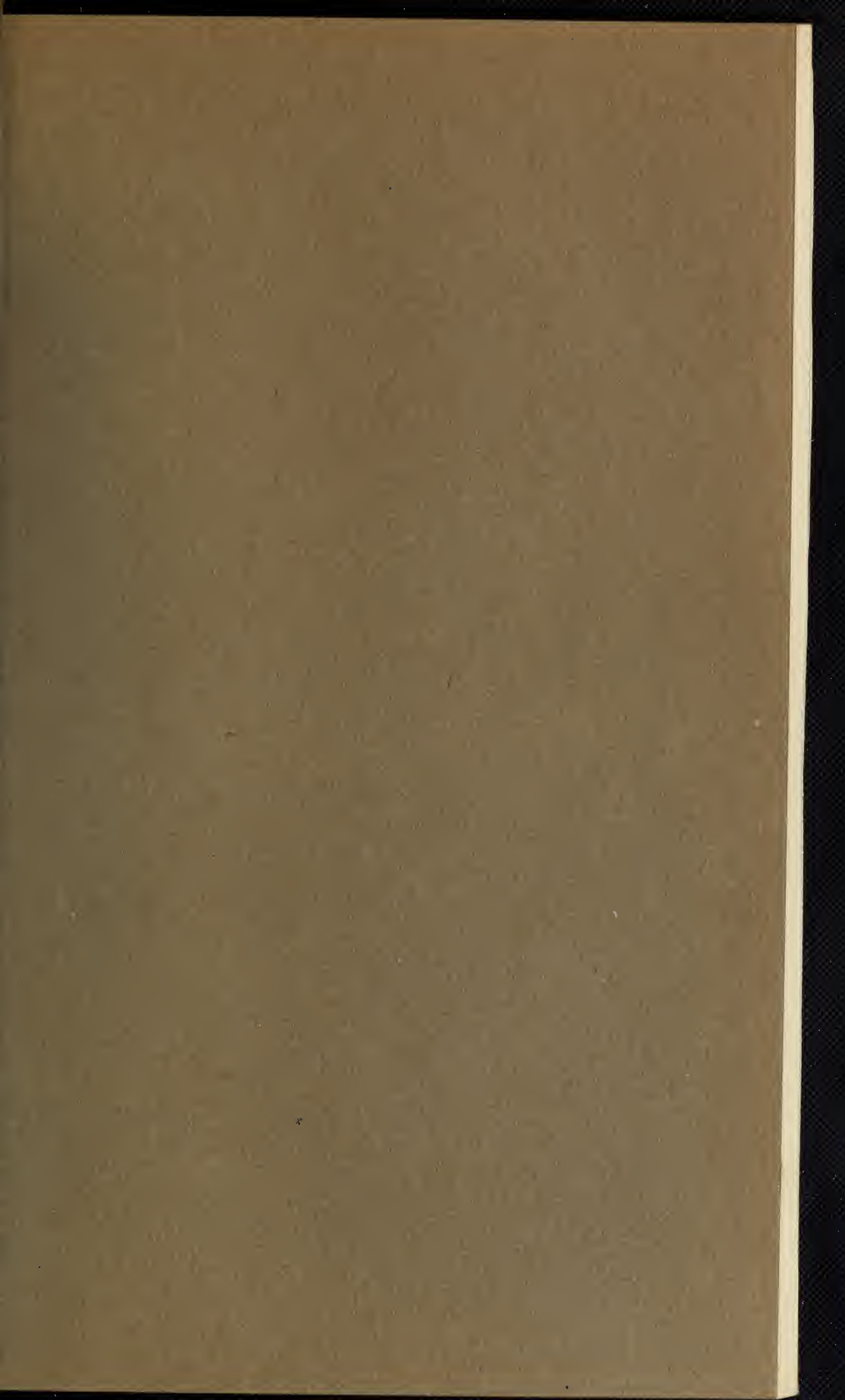
the boys obliged to stand upon the front platform on theater nights and refused to pay their fare if Dave allowed the mules to splash mud upon their best clothes. Dave Law died at a ripe old age last March at his home in Bloomington.

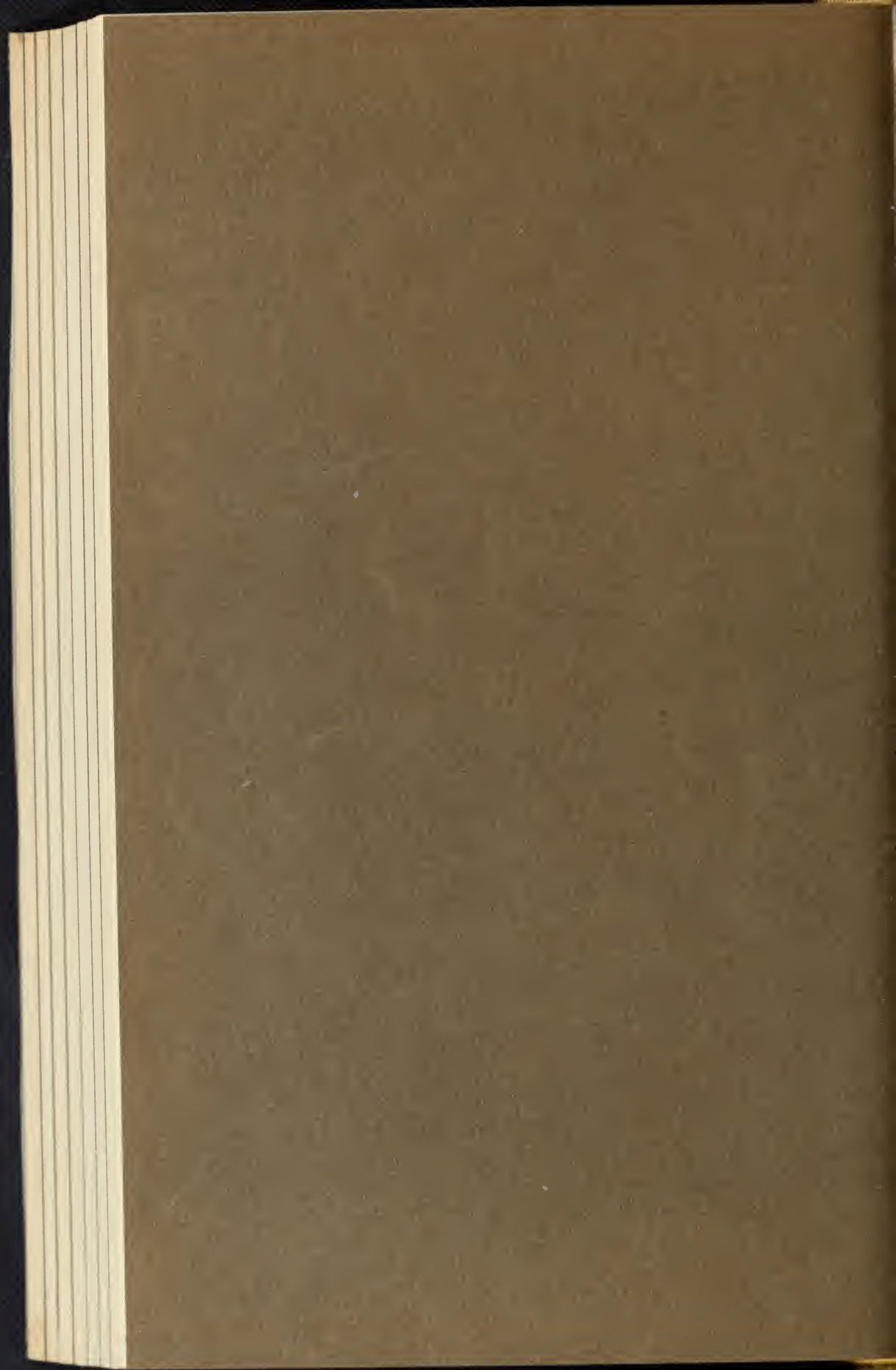
Dr. Arthur Cleveland Cotton, '69, dean of the specialists of children's diseases in Chicago, died July 12 of heart trouble, at his home, 3218 West Jackson Boulevard.

Dr. Cotton was 69 years old. He was born in Griggsville, Pike county, Ill., and was graduated from the Illinois State Normal University in 1869. During the Civil war he served as drummer boy in Company F, 137th Illinois volunteer infantry. After the war he resumed his studies and took up medical work at Rush Medical College, from which he was graduated in 1878.

Dr. Cotton held the position of professor of children's diseases in Rush Medical College and was attending physician at the contagious disease hospital. He was a former president of the Illinois State Medical Society, Chicago Medical Society and the Chicago Medical Examiners' Association. He was the author of a number of medical books, including several on children's diseases. Because of his knowledge of the diseases of children, the Chicago Examiner last April placed Dr. Cotton at the head of a Baby Department conducted in its columns. The purpose of the department is to "save the babies" by giving counsel to young and worried mothers in the care of their children. Dr. Cotton was selected as the most experienced authority in the city on the care of very young children.

The widow, Mrs. Nettie U. McDonald Cotton, and two children, Mildred Cleveland Cotton and John Rowell Cotton, survive.





T9

UNIVERSITY OF ILLINOIS

1-11

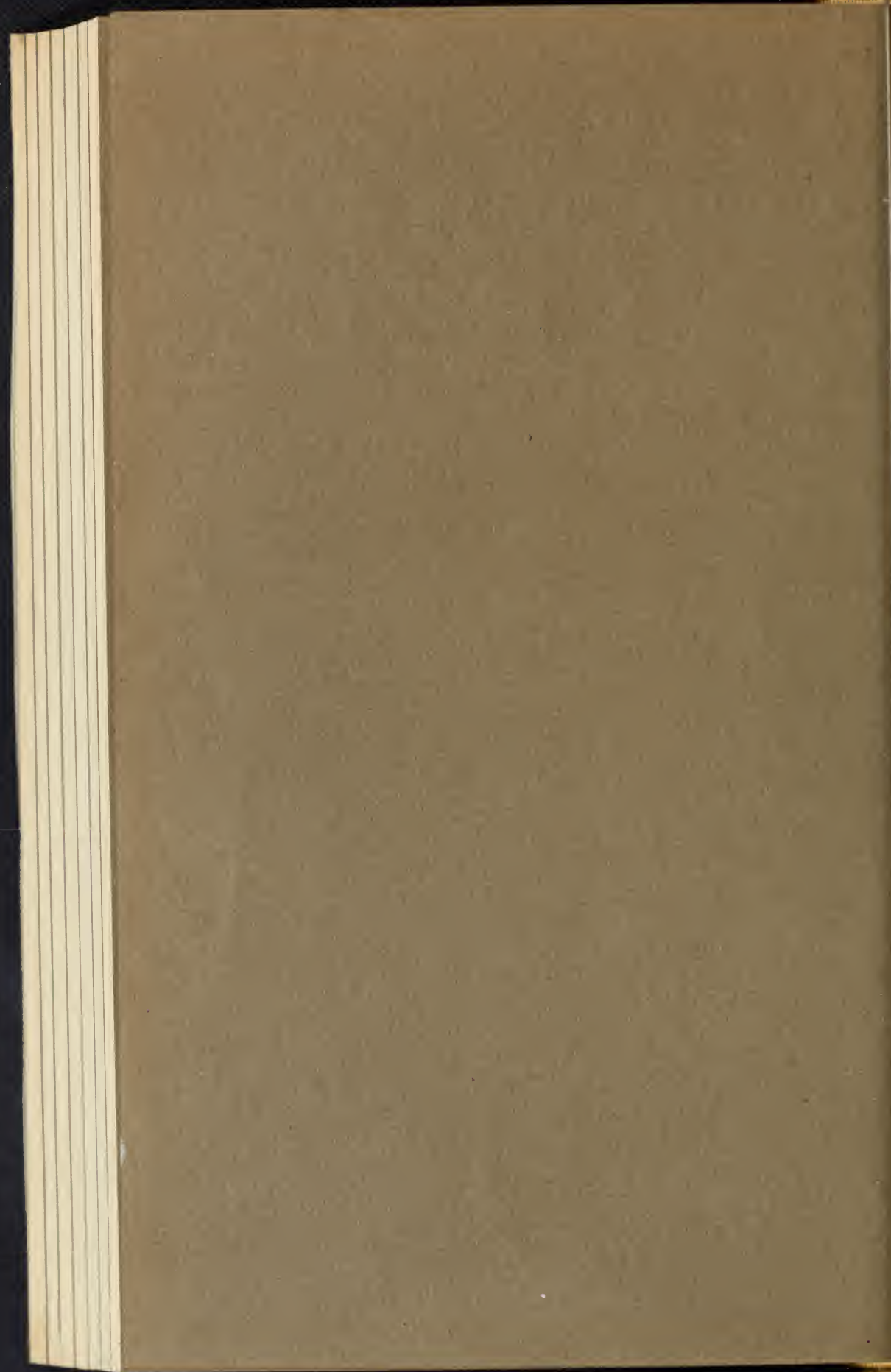
THE ALUMNI QUARTERLY

OF THE
ILLINOIS STATE NORMAL UNIVERSITY

UNIVERSITY OF ILLINOIS LIBRARY

JAN 17 1917

VOLUME V NOVEMBER, 1916 NUMBER 4



THE ALUMNI QUARTERLY

OF THE

UNIVERSITY OF ILLINOIS LIBRARY

ILLINOIS STATE NORMAL UNIVERSITY

JOHN L. PRICER, '99 - - - Editor
ANNETTE B. COOPER, '98 - University and Student Life
FRED D. BARBER, '94 - - - Alumni Editor
MRS. W. A. COOK, 2150 Racine Avenue,
Chicago - - - Associate Editor
WINFIELD SCOTT, '12 and '14 - Business Manager

This Magazine is published in the months of February, May, August, and November.

Subscription price fifty cents per year. Single copies fifteen cents.

CONTENTS.

Our Legislative Budget—David Felmley	-	-	-	1
The Cost of Living—O. L. Manchester	-	-	-	4
Orphans' Home School Added to the Training School	-	-	-	14
The Growth of the School	-	-	-	16
Philadelphia Victorious	-	-	-	18
University for the Quarter	-	-	-	20
The Alumni	-	-	-	28

ALUMNI OFFICERS

T. J. Wilson, T. C. '16 - - - President
Eunice Blackburn, '08 - - - Vice-President
Annetta B. Cooper, T. C. '11 - Recording Secretary
F. D. Barber, '94 - - - Treasurer

EXECUTIVE COMMITTEE

Winfield Scott, '11 Archibald Messenger, '13
M. R. Staker, T. C. '14

Entered as second-class matter May 8, 1912 at the postoffice at Normal, Illinois, under the Act of March 3, 1879.

The Spellings recommended by the Simplified Spelling Board are used in this publication.



The Alumni Quarterly

OF THE I. S. N. U.

Volume V NOVEMBER, 1916 Number 4

OUR LEGISLATIVE BUDGET

DAVID FELMLEY

The Normal University will request from the Fiftieth General Assembly an appropriation for the next biennium of \$737,385, an increase of 62 per cent over the appropriations of the last General Assembly. This increase is in part due to the growth of the school, in part to the development of new forms of aid that the school is giving to the teachers of the state.

The past two years have been years of unprecedented growth at Normal. We now have seven students in the normal school and teachers college where we had five two years ago. Some departments are not full to their capacity. We could double our enrolment of special students of Art, Music, Agriculture, and Commerce with no additional teachers, and with little increase in equipment or operating expense. But in Domestic Science, Domestic Art, Manual Training, and the Kindergarten-Primary curriculum we are to the limit of our capacity, while in many of the ordinary branches classes are crowded and teachers overworked.

We have assigned to 186 students classes to teach for the winter term, fifty-three in the University High School. Eighteen of these teach a full half-day. We have over two hundred students in our senior class, candidates for graduation in the summer of 1917. In 1915 we graduated 120.

The contract recently made with the State Board of Administration by which we have added over four hundred children to our training school without a cent of expense to the Normal University, will provide ample training-school facilities for several years to come even at our present rate of growth. But for our student body we need more teachers and more class-rooms. It is the new buildings that are needed *NOW*, that causes the sixty-two per cent increase in askings against the forty per cent increase in numbers.

We ask for \$174,100 per annum for salaries and wages, an in-

crease of $23\frac{1}{2}$ per cent. Six per cent of this increase is for higher salaries and wages for the present teachers and employes. We propose to pay our janitors and firemen \$800 per year, surely little enuf for a man with a family. Twenty-five years ago professors in this institution receivd \$2,000 for thirty-nine weeks, now they receiv \$2,500 for forty-two weeks, an increase per week of sixteen per cent. Women hav fared somewhat better. Then they receivd as assistants, teachers in minor departments and critic teachers \$1,000 per year; now in these positions they average \$1,466, or thirty-six per cent more than in 1891. Yet all students of comparativ prices estimate the rise in the cost of living in this quarter century at from fifty-three to ninety-one per cent.

We need to add to our staff of instruction additional teachers of psychology, English, science, and mathematics, and an additional teacher in the high school. We now employ one full-time extension teacher, altho seven others ar teaching ten extension classes. The enrolment in these classes is 677. The added expense to the institution for instruction is, this year, \$2.47 per student. The expense to the student averages \$3.80 for fee and textbooks. This seems a light expenditure, when we consider the profit that wil come to the school where these studies ar diligently pursued. We now hav twenty-seven classes in twenty cities. We were unable to supply twenty-eight other cities which applied for classes. We expect this work to grow and ar proposing to put two more full-time teachers in the field.

We propose also to organize correspondence courses for country teachers and others who cannot attend at the extension centers. We shal appoint a director for this work.

We shal need at least two more summer-school teachers at Normal. We propose also to establish three auxiliary summer schools for young teachers, putting five competent teachers in charge of each.

We ask also \$500 for lecturers and \$1,200 for student assistants. We expect to employ students more largely upon the campus and in the library and to add one clerk for servis in the Thomas Metcalf bilding. This expansion of our payroll for teachers and employes amounts to seventeen and one-half per cent.

For fuel, water, light, and power, for supplies of all kinds, for printing, postage and advertizing, for transportation and communication, for the care of our grounds, for the expenses of the Board of Education, for rent of bildings and for miscellaneous expenses we ask \$19,872 per annum, an increase of \$4212, or twenty-seven per cent

over the actual expenditures for these purposes in the year 1915-16. This increase appropriation is necessary, partly because of the growth of the school, partly because of the higher cost of paper, chemicals, and many other supplies.

For general repairs we ask \$3,500 per annum.

For office and school furniture and equipment, and for books for the library, we ask \$17,340. Most of this is for the proposed new gymnasium and new science hall.

For equipping and furnishing the Woman's Residence Hall we ask \$28,500. This includes elevator, electric fixtures, telephone, refrigerating machinery, laundry equipment, kitchen and dining-room equipment, besides rugs and carpets, bedding and linens, curtains and furniture.

Two years ago we asked for \$150,000 to build a woman's dormitory. This sum would have been sufficient to erect the building as it was planned at the prices of building materials and labor then prevailing. But the appropriation was cut to \$95,000. We were obliged to cheapen the building and to leave off the porches and south wing. The state architect estimates the present cost of these additions at \$51,500. For this we are asking.

We need more class rooms. Eleven of our regular teachers have no class rooms that they may call their own, but are obliged to teach, now here, now there, where a vacant class room may be found. Consequently almost every class room is occupied by classes all day, and the teachers have no place to work, or to meet students in private conference.

The work in science is now scattered through three buildings, making it necessary to duplicate some apparatus and to carry apparatus and material back and forth. It is proposed to erect one large building devoting the upper floor to chemistry, the second floor to biology, the lower floor to physics. Such a building with ample laboratories, class rooms and offices may be erected for \$145,000.

The growth of the school combined with the new emphasis upon physical education makes our gymnasium facilities altogether inadequate. The present gymnasium was erected twenty years ago and has been used for both sexes. We now propose a separate gymnasium, located near the athletic field for the 320 young men in the normal school and university high school, estimated cost \$70,000.

For an additional boiler, steam tunnels, and piping for these new buildings we ask \$15,000.

For drives and walks we ask \$2,600.

For remodeling the old heating plant so as to fit it for classes in the Industrial Arts we ask \$5,000.

For paving Main street from Sudduth Road to Willow street, and also the last block on West Mulberry street, a total University frontage of 1970 feet, \$7,500.

We print this article to acquaint our alumni with the growth and needs of the institution, and also to secure their intelligent co-operation in informing their local representative, and enlisting their support for this bill. The Old Normal is the oldest of the state's educational institutions, and is still conducted with the lowest per capita cost. We have a great past and shall achieve a great future, if we address ourselves to our problems with the zeal and the wisdom of the fathers of fifty years ago.

THE COST OF LIVING

O. L. MANCHESTER

The cost of living is a matter of the prices we have to pay for commodities and for labor. It rises and falls with the general price level. Our study, then, is one of prices. What are the principles that govern their fluctuations? Can these be illustrated historically? What has been the general course of price changes during the last few decades and more especially during these last two or three years? What has been the effect of the war, and what may we expect when it ends? What are the effects of such price changes upon human welfare? These are the questions we shall attempt to answer.

The only media of exchange of consequence are money and bank deposits subject to check. Money is of two kinds, primary and fiduciary. Primary money contains its face value in metal. The worth of the gold piece, for example, as coin or bullion is the same. This balance is preserved through free coinage. Fiduciary money depends for its acceptance upon the faith of the people that the government will redeem it or that the holder can unload it upon someone else. Such are our paper and our silver money. Of the circulating medium of the United States more than three-fourths consists of bank deposits subject to check and of the other fourth one-half is primary and the other half fiduciary money.

The purchasing power of money is the reciprocal of the general

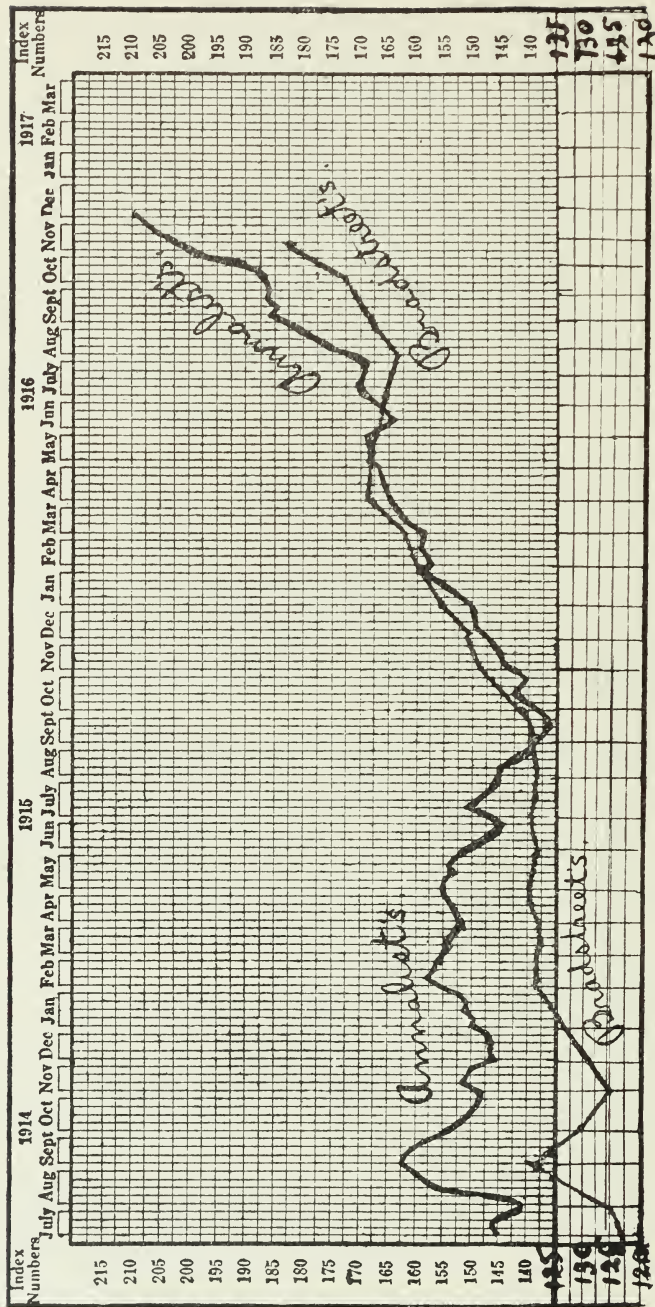
price level. The general price level depends upon three things: the amount of money in circulation, the rapidity of the circulation or the frequency of the turnover, and the amount of exchanging or of money-work to be done. If the amount of our money should be doubled and it circulated no more rapidly than before, trade remaining the same, prices would be doubled. If insted of doubling the amount of money in circulation we doubled the rapidity of its circulation, trade remaining the same, prices would hav been doubled. Upon the other hand if the amount of trading should be doubled, the amount of money and the rate of circulation remaining unchanged, prices would be halvd. All of this is easy enuf. If M may stand for the volume of money in circulation, V for the rate of its turnover, T for trade, and P for the price per unit of the same, then $MV=PT$. Prices wil vary directly with M or with V , but inversely with T .

So far we hav neglected deposit currency. More and more the business of the world is carried on by the use of checks. Receiving a piece of paper, leaving the same at the bank, distributing other pieces of paper, has become a sort of formal thing gone thru with regularly by each of us at the end of every month. Now if we let N represent the amount of bank deposits subject to check and W the rate of turnover of the same, then our equation of exchange becomes $MV+NW=PT$.

As business men keep a fairly constant ratio between their cash on hand and their deposits, as deposits vary almost exactly with the amount of money in circulation, the inclusion of bank deposits subject to check in the circulating medium, disturbs very little the significance of the amount of money in circulation in reference to the general price level. Other things remaining the same as M rises, so, too, will P and vice versa. But just what ar the forces that, acting upon these various factors, by so acting raise or lower prices?

Localization in industry and division of labor tend to increase T . A community of Crusoes would feel no need of exchange. Contrivances that abridge distance and annihilate time, further trade, as do good banking arrangements and an efficient credit system. Likewise, business confidence and integrity. All these things increase T and tend to pull prices down.

V , or the rapidity of the turnover of money, is affected by the habits of individuals. It is slow among a people who keep their hordes in old stockings. The spendthrift furthers exchange more than the miser. Getting things charged and paying once a month economizes money and tends to raise prices. Paying cash always involvs



Showing the rise in prices according to The Annalist and to Bradstreet, since the present war began

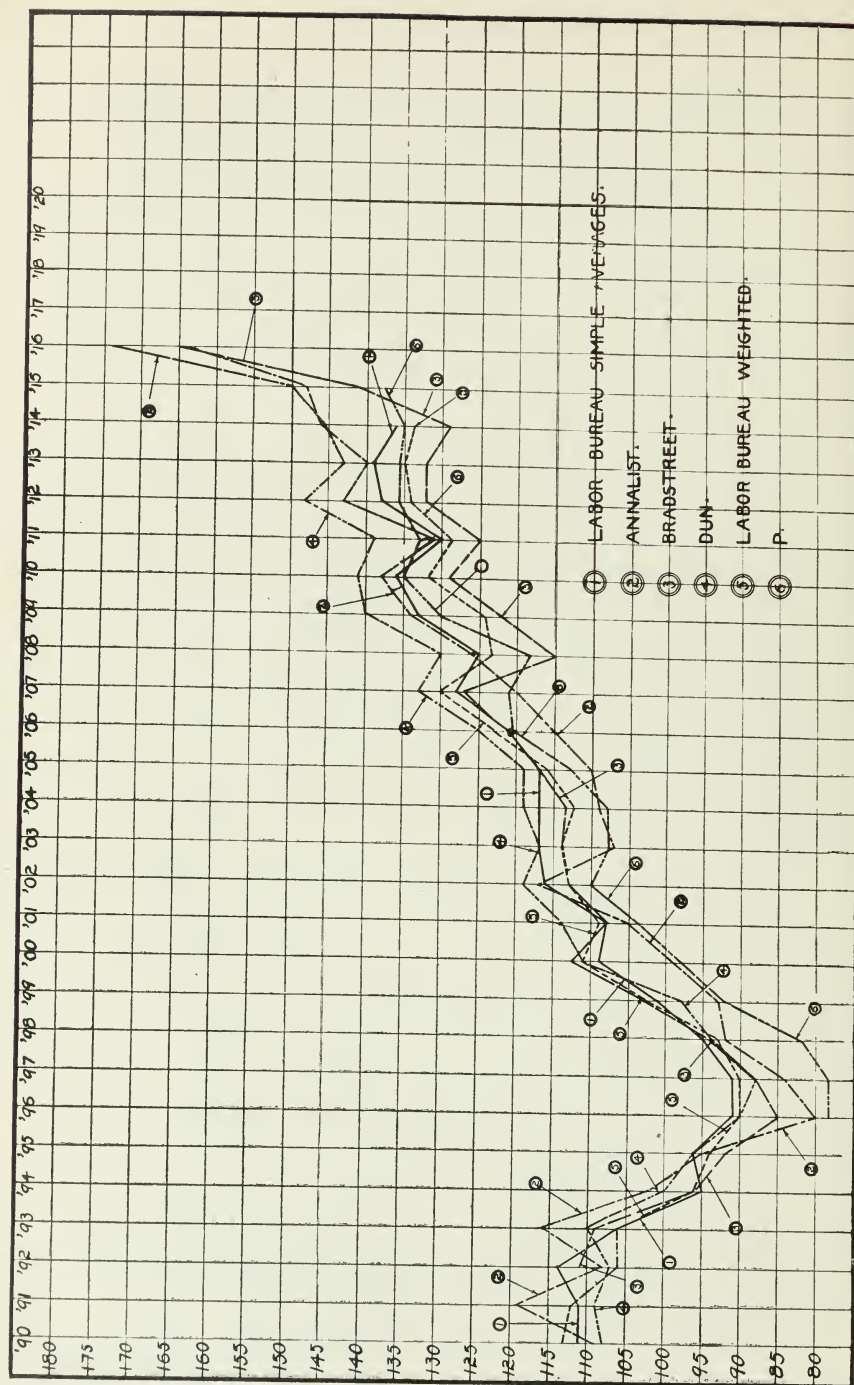
carrying a large margin for unforeseen contingencies. Paying by check once a month economizes money. This is a habit that has been growing upon the American people and it tends to raise prices.

The use of deposit currency is a matter of the state of knowledge and the habits of the people. A system of banking must be devised and the people must get the banking habit. Banks try to teach this habit to school children in the belief that he who banks when he is young will bank when he becomes older and probably at the same place. Depositing one's resources, charging things, settling by check, is, in Europe, still in its infancy. In America the prevalence of this habit tends to raise prices.

Next, as to M. If money is plentiful in this country prices will be high and this will be a good country to sell in. Imports will increase and exports decrease. The balance will pour out in gold until, M being reduced, P falls. If there is a dearth of money here imports will dwindle, exports increase, gold pour in until prices rise. M, too, is fed from the mines. If gold is scarce and appreciates, production will be increased. If there is an abundance of gold and prices high, mines will be half-worked until prices fall. It is sometimes objected that increasing M will reduce V and thus leave P unchanged. There seems to be little foundation for such a belief. Having two dollars where I formerly had one the two will burn in my pocket until they are spent or deposited just as one did. I shall carry no larger proportion of my resources on hand than before.

Again, it might be suggested that it will be T that is doubled and not P. In other words, that doubling the amount of money will stimulate and finally double trade and involve no change in prices. It is admitted that an increase in the amount of money will stimulate trade temporarily, but how as to the more permanent effect? Will a country whose circulating medium has been doubled enjoy twice as much business? Put thus squarely the very question seems absurd. Acres will produce no more corn because more greenbacks are in circulation. Neither pigs nor steers will fatten faster because the silver dollar in my pocket has found a mate. Railroad trains will run no faster and carry no heavier loads, the lawyer will plead no more eloquently, and the surgeon cut no more surely, because there is more money in circulation. Production and exchange are the result of natural resources, the state of knowledge and its application, and the accumulation of capital. They are independent of any plethora of gold.

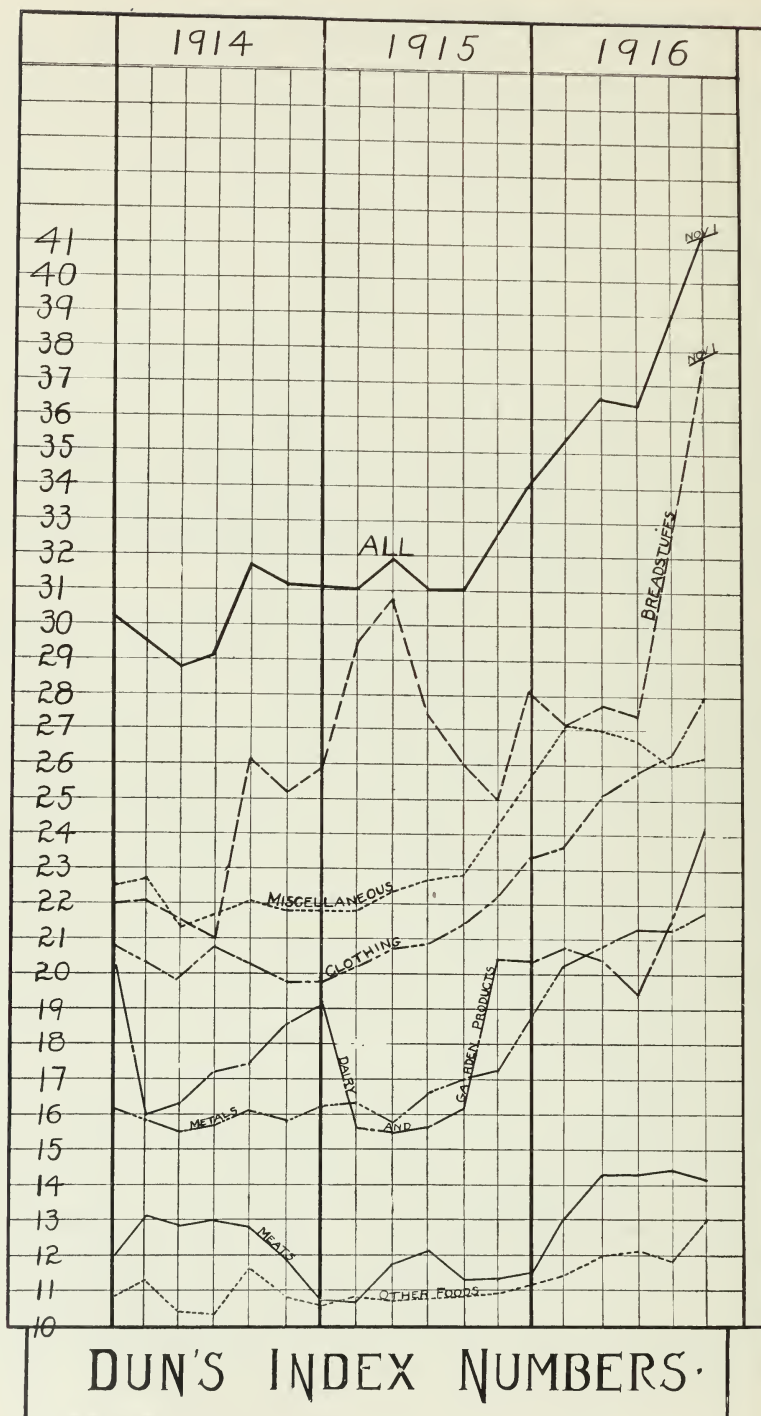
It is time that we turn to history for confirmation of our theory. In 1492 America was discovered. Cortez plundered Mexico and Pizarro



Showing substantial agreement among all the leading authorities as to the course of prices since 1890

did as much for Peru. By 1550 the flow of silver into the hands of civilized men was at four times its previous rate. Prices finally rose thruout Europe until those of 1800 wer three times those of 1492. Then with a lull in the production of the precious metals and with the volume of trade constantly increasing, prices fell. After the discovery of gold in California and Australia they rose again until the erly seventies. Then the output of gold and silver slackend and the latter was discarded as a primary money metal. The stock of money thenceforth did not keep up with the increase in trade, and prices fell. Bed-rock was reacht in '96 and '97. An increast production of gold after that time turnd the scale again and from then until now prices hav been rising. It would be as easy to illustrate the principle that the amount of money largely determins prices from episodes selected here and there in the history of paper currencies. French assignats, American colonial paper money, greenbacks during the time of the Civil War, Bank of England notes during the Napoleonic wars, all depreciated when overissued.

Thus by deductiv or a priori argument and by historical evidence alike the validity of our equation of exchange is sufficiently proved. The most convincing confirmation, however, is found in a direction that can only be mentiond here. Each of these five magnitudes, M , N , V , W , and T is mesurable for any given year. Thus the equation of exchange can be solvd for P and we can compare the figure for prices thus obtaind with the figure given for the same year by any one of our principal index systems for showing changes in price levels. There ar five of these systems in use in the United States. Having figured to his hart's content upon atomic weights, atmosferic pressure, the precession of the equinoxes, the distances of the heavenly bodies, man has finally decided to do a little figuring upon what concerns him most—the cost of living. His principal reliance in this investigation is the index system of prices. The index systems of the United States Bureau of Labor statistics cover wholesale prices from 1890 to the present time. They ar computed both as weighted and as un-weighted averages of relativ prices figured upon the prices of 1890 to '99 as a basis. A sort of natural weighting is attempted by giving to the more important articles several representativs in the total list of some three hundred commodities. Thus wheat is figured raw, in two kinds of crackers, in two kinds of flour, and two kinds of bred. Tea is counted but once. More recently the Bureau is giving to each article a weight proportionate to the entire trade in the country of that article.



Showing the rise in prices since the beginning of the present European war

Bradstreet's index number is the sum of the prices per pound of about one hundred representative articles. Dun's index number is obtained by adding the cost of a year's supply for one individual of about two hundred representative articles and dividing the sum total by the number of articles. The New York Annalist's index number is the average of the relative prices of twenty-five principal food articles, so selected as to represent a theoretic food budget of a typical family. Considering the differences among the ways of their derivation, it will be admitted undoubtedly that these index series agree remarkably well. It may be asked which of these is the best guide. The answer is, that depends upon what you are looking for. The Annalist index would not be a good index of business conditions. It is a fair indicator of changes in the cost of living for a family of very moderate means. Dun's index is perhaps the best cost-of-living guide. If we are seeking to demonstrate our equation of exchange simply, the index of the Bureau of Labor Statistics is probably the best. From an inspection of these various sources of information we may conclude that according to Dun there was a jump in the cost of living from 1896 or '97 to the month just before the beginning of the present war of 62%. The Bureau of Labor figures show a rise of 50%. Bradstreet makes it 52% and the Annalist for food products only 82½%. Probably it is safe to conclude that the rise in the cost of living between the earlier and the later date mentioned is somewhere between 60 and 65%.

The final way to check up our conclusion is to see in how far it tallies with our own recollection. But here space fails. I cannot stop to recount that we used to buy any sort of chicken for a quarter, hire a good girl to do general housework, washing and ironing included for \$3 a week or even less, that flour was once 90c a sack, that we paid a man for work 12½c an hour, that hard coal was \$5.75 a ton, steak 10 to 12c a pound, and liver to be had for the asking. All of this seems like an impossible dream now.

The causes of this momentous rise in prices we have analyzed. The money in circulation has more than doubled, the rate of its turnover has increased one-sixth, the amount of deposit currency has multiplied by more than three and the rate of its circulation has increased nearly one-half. All these things make for higher prices, and higher prices we have, although trade has increased.

So much then for the theory of prices. Some of you may be sorely disappointed. You expected an attack upon the Beef Trust, the Steel Trust, The Standard Oil Company, this or that political party, the railroad, the farmer, the middleman, the labor union, the tariff.

Such a treatment would have been impossible here. A decent respect for our readers demands—dry or not dry—a discussion of fundamentals. Only fundamental theory can explain adequately such great and continuous general price movements. But a theory is of little value without applications. What, then, has been the effect of the price movement we have been studying? Here we may be very brief.

I have in mind the head of a department in a certain school. Twenty years ago he received \$2,000 a year and he now gets \$2,500. Then he taught thirty-nine weeks, now he teaches forty-two weeks. Then he received for a week's work \$51.28. Now he receives \$59.52. But money is only a medium of exchange. When translated into goods our professor's pay will go in 1914 only five-eighths as far as in 1896, for prices of goods are up 60%. That \$59.52 shrinks to \$37.20 in the purchasing power of goods at the prices of '96 or '97. Our teacher would have fared as well if prices had remained at their former level and his salary had been cut from \$51.28 to \$37.20 per week. His real salary during the period considered, when measured in goods, has been reduced 27.4%. This is the whole thing in a nutshell.

Did I say we had the whole thing in a nutshell? We have not. It remains to consider the effects of the war. In the current number of the *Literary Digest* there is a remarkable photograph: a workman in the United States Assay office in New York City, with a common scoop shovel in his hand, is engaged in shoveling foreign gold coins into the furnace to be melted up and later converted into Uncle Sam's bars or money. That man might work a hundred days and scoop up no more gold than has come to us within these two years of war. Such is the toll we have levied upon the carnage in Europe.

Since this war began the foreigner has returned securities to us from abroad and liquidated holdings here, to the aggregate of one and three-quarters billion of dollars. He has shipped us three-fourths of a billion in gold. Our exports in return this calendar year will reach the enormous total of five and one-half billion—much more than twice what they ever amounted to in any one year before the war. We are certainly prosperous. Since July 1, 1914, gold and gold certificates have added half a billion to our circulating medium and two hundred million dollars in federal reserve notes have made their debut. The per capita circulation of the country has jumped from thirty-three dollars and ninety-six cents to forty-one dollars eighteen cents, a leap of twenty-one per cent. We certainly should be prosperous. Bank deposits have gone up. Those of the New York Clearing House Banks have increased sixty-five per cent. Their loans and deposit currency have

done approximately the same, which fact is attested to by the total in bank clearings—forty per cent greater this year than last. The United States Steel Company is enormously behind its orders, tho the production of pig iron has doubled. Our iron and steel exports hav risen from ten millions of dollars worth per month to ninety millions of dollars worth per month. A Chicago mail order house recently took in a million dollars in one day. These must be times worth living in. There is a shortage of sixty-one thousand freight cars. The price of copper and of copper stocks has mounted skyward. Railroad earnings show a twenty per cent net increase compared with those of a year ago. Who could doubt that we ar prosperous? But the National City Bank of New York in its summary for October remarks, "The one unsatisfactory feature of the general situation is the rise in the cost of living which is unquestionably bearing heavily upon the people with smal incomes." Yet the great financial institution does not leav us comfortless. It adds that prices may some time be lower and that the consumer may hav his inning by and by, "If he can only hold out till that time comes." Dun's index numbers show that prices of meats wer ten per cent higher November 1, 1916, than July 1, 1914; dairy and garden products forty-one per cent higher; bredstuffs seventy-four per cent higher; other foods twenty-five per cent higher; clothing forty per cent higher; miscellaneous articles twenty per cent higher; metals twenty-eight per cent higher; and all articles combined thirty-eight per cent higher. These figures afford the best available information as to the rise in the cost of living since the month just before the war began.

Nor does there seem to be any hope of immediate relief. Gold is stil coming to us as never before. So long as the war lasts it wil continue to do so. What may happen after the war, it might be hazardous to attempt to say, but if we hav correctly analyzed the cause of the prevailing high price level it is hard to see how after the war there can be for some time any very considerable fall in prices. Undoubtedly some few things wil go down greatly but there is little prospect that the general price level wil be greatly affected. The general price level can fail only because of an increase in trade or a decrease in the circulating medium or in the rate of its turnover. Getting rid of our gold thru the settlement of adverse trade balances wil be slow work, especially as there may not be any adverse trade balances hereafter. Interest payments wil be bound this way insted of to Europe. Loaning to foreners wil be a playd-out game by the time the war closes. Trade after the war wil decline rather than decrease. Nor is there any good reason to expect much change in V or in W.

My conclusion shall be brief and crisp as the approach to it has been long and tedious. It is this: I do not believe there is any salary paid in this institution, excepting only that of the president, that will be sufficient to support in becoming manner during the next two years a family of five or six members.

ORPHANS' HOME SCHOOL ADDED TO THE TRAINING SCHOOL

Early in the spring of 1916 the State Board of Education and the State Board of Administration entered into an agreement which made the first, fifth, sixth, seventh, and eighth grades of the State Orphans' Home School a part of the Training School of the Illinois State Normal University. It is also planned that the Training School shall take over the remaining grades of the Home school at the beginning of the school year of 1917.

At the present time there are four hundred seventy children being cared for at the Home. Ninety of these are the children of Civil War veterans; one hundred ten of them are the children of Spanish War veterans, and two hundred seventy are dependent children who have been sent to the Home by the county judges of the counties from which they come, or by the supervisors of the townships from which they come. Twenty-five of the children are under four years of age and are in what is called the nursery department; forty-nine are four or five years old and are in the kindergarten department, and all the rest, with the exception of thirteen who attend the University High school, are distributed somewhat unequally throughout the eight grades of the grade school, as follows: Grade one, 90; grade five, 21; grade six, 30; grade seven, 37, and grade eight, 10.

Mr. Harvey White, '15, who has had an extended experience as superintendent of schools in several of the better smaller cities of the state, is acting as principal of the school and critic teacher of the four upper grades, and Miss Jennie Blackburn, T. C. '16, is critic teacher of the first grade. During the present fall term, twenty student teachers from the University have had charge of classes. Two student teachers are assigned to a room at the same time, and each spends a half-day in the school teaching the various classes that recite during that time. For this work, the student is given two teaching credits and is

supposed to carry two majors at the University besides this. The two student teachers in charge of a room take turns about in conducting classes and in helping the children with their seat work. This plan of work is quite different from that in the regular Training school on the campus, and, in fact, is very much more like the work in the public schools for which the students are preparing.

This new department of the Training School adds further variety and opportunity for the student body and faculty of the University in that it gives them an opportunity to study and become acquainted with the orphanage problem. It would be difficult to estimate the great social good that may come from the fact that thru this school a large number of the teachers of the state may gain a sympathetic understanding of this great problem. On the other hand, it is doubtless true that the Normal school will be able to make some substantial contributions toward giving these unfortunate wards of the state a better preparation for useful citizenship than has been given to such children in former years. Mr. White is a kindly, sympathetic, and studious man. In a talk which he recently gave before the Social Science Club of the University, he indicated plainly that he already has a firm grasp on the essential problems of the situation, and we all anticipate some splendid achievements. Miss Blackburn has an attractive personality and unbounded enthusiasm in her work. This spirit seems to have been caught also by the student teachers who have been working at the Home, and even though it means some sacrifice of time, Mr. Turner has no difficulty in finding plenty of students who are willing to make the sacrifice.

Mr. White seems to think that the heart of the orphanage problem lies in the fact that there are too many children for the number of grown persons, and too much uniformity and routine at the expense of individual freedom and caprice. He says that the children long for some one to talk to, and he feels that a great void would be filled in their lives if they could be taken in small groups on long walks; if they could go fishing, or hunting, or nutting; and if they could be taken more frequently to the parks and down town, and to visit with private families. He says that the children have the best of food and all the physical comforts, and even though they do much of the work about the institution, such as dish washing, sweeping and scrubbing the building, and cultivating the ninety-six acres of land, he thinks that the work they do is no more of a burden than that of any ordinary child who lives with his parents on a farm and helps with the house work or farm work. In fact, he thinks that this sort of work is not a burden at all but a good

thing for the child. The thing that is lacking about the work is that it is not adequately supervised. Even tho there ar now eighty adults employd at the Home, there ar not enuf to go around for so many children. As a consequence, the children can not be taught to do their work wel, and doing it poorly, they naturally lack interest in it and it becomes more or less of drugery.

This need for a larger number of adults for the children to become acquainted with and to talk to wil be largely supplied by the student teachers, and it is possible that the excursion idea may be workt out thru student teachers, and also the supervision of the work. All things considerd, it seems perfectly evident that this new arrangement wil prove to be of great benefit to both institutions and it is strange that it had not been brought about long ago.

THE GROWTH OF THE SCHOOL

The present enrolment in the Normal School and Teachers' College is 834. This is just about a hundred more than at the same time a year ago, and more than two hundred more than two years ago. The 2286 students who crowded our bildings during the first summer term last summer, wer more than 450 more numerous than those of the summer before; 513 students wer enrolld in our extension courses during the whole of last year, but we alredy hav 677 enrolld in these classes this year, and, as mentiond in another article, we wer compeld to refuse extension servis to twenty-eight cities of the state who askt it.

Reports indicate that the other normal schools of the state ar experiencing a similar growth and all either hav organized extension departments or ar planning to do so. All this goes to show that we ar entering on a new era in Illinois in the matter of normal training for teachers. In the past, the normal schools hav affected directly a very small percentage of the teachers of the state. So small, indeed, was this percentage that the influence of the normal schools on the teaching in the common schools was largely a second-hand, or indirect, influence. The few normal traird teachers in the various communities of the state servd as models for those without this training, thus passing on the influence of the normal school thru discussions at teachers' meetings and other means of exchange. We seem now to be entering on an era in which the great majority of the teachers in the common schools ar to hav some direct contact with the normal schools. In

other words, the dream of the fathers of the normal school idea seems about to be realized after about two generations of struggle.

This turning point in educational history is only one phase of a general movement in society for the development of the higher side of life and the adjustment of the finer and more obscure relations that exist between man and man. The whole movement is an outgrowth of the fact that we have past the pioneer days and won our economic independence. Only a generation ago, almost every one in rural communities was poor, and the support of high schools would have been too great a burden for most communities. The young people of that day could hardly have spared the time to attend high schools had they existed, and any education beyond the common schools was secured in most cases through the greatest sacrifice. Now, all this is changed and almost every one finds it financially possible to give his children a high school education, and communities find the support of high schools an almost trivial item among their other expenses. We now require by law that parents shall keep their children in school until they are fourteen years of age, and we are about to extend this time to sixteen years. We are also about to take the step that will make every acre of land in Illinois a part of a high school district and put the home of every child within such a district.

With the high schools giving much of the academic training that the normal schools were formerly required to give to their students, the high school graduate of today finds himself much nearer the goal of a professional preparation for teaching than did his father before him and he has more means with which to finish this preparation. It is this general economic condition that is fundamental in turning each year larger and larger numbers of the young people of the state into the normal schools as well as into the other institutions of higher learning. The new certificating law may, in individual cases, serve as the direct stimulation to attend the normal school, but this law is not the fundamental cause. The law, like most other laws that work, is rather the expression of what had already become a fact through a gradual development.

Not only are the young people of the state willing and able, in larger and larger numbers, to avail themselves of normal training before entering the profession of teaching, but those who aspire to teach in high schools are more and more willing and able to make the more extended preparation that that work requires. The normal schools were originally organized, primarily for the preparation of teachers for the grade schools, but as a matter of fact, a very large percentage of the small number of early normal graduates became the superintendents

and principals and teachers of the few high schools that then existed. This was because other agencies for the preparation of high school teachers did not exist, or were entirely inadequate. With the growth of colleges and universities most of the high school teachers have come to be drawn from these sources, but these sources of high-school teachers have never kept pace with the growth of the high schools so far as numbers are concerned and they have never been satisfactory in the matter of the quality of their training. As a result of these facts, even to this day, many normal graduates, with the admitted lack in the extent of their training, are drafted as high-school teachers. It seems that the quality of their training makes up, in a measure, for its lack in quantity. This drafting of "half-baked" teachers for the high schools will cease just as soon as we have adequate facilities for the preparation of "fully baked" and "well baked" ones to take their places. Now, no one is more fully aware of the fact that a normal graduate who has done but two years of work beyond the high school, is not properly prepared for high-school teaching than does the normal graduate himself, and he stands ready and willing and able to make adequate preparation for his work, just as soon as the high schools can wait for him to do it, and just as fast as facilities are provided to give him the kind of training he needs.

There seems to be no lack in the willingness and the ability of the coming teacher to make of himself the kind of teacher that he ought to be, no matter whether he be a teacher in the grades or in the high school. Consequently, it is for the state to realize its golden opportunity of having the kind of schools it ought to have by providing adequate facilities for the training of teachers for all classes of public work. The normal schools and teachers' college, supported by the state, should no longer be looked upon as places in which to prepare a few sample teachers to set the example for the rest, but they should be looked upon as the sources of supply for all the schools of the state. All the normal schools are asking for greatly increased appropriations. Their askings are in harmony with the tendencies and the needs of the times and they should not be denied.

PHILADELPHIA VICTORIOUS

The Philadelphian Society won the fifty-sixth annual contest by the score of five to two. The Wrightonians won the oration and the

reading, while the Phils won the other points. The decisions on the debate and on the essay wer unanimous, while all the others wer two to one decisions. Practically every point was so closely contested that, with the audience, it was anybody's victory until the decisions wer announst, and on the whole it was probably the best contest held in several years.

The joint contest committee which arranged the details of the evening program is to be congratulated for having eliminated the football tactics on the part of the audience. Cheering was limited to hand clapping, and the whole program was pervaded by an air of dignity that has been decidedly lacking in some recent contests.

Another innovation consisted of a joint banquet following the contest. The separate banquets of the two societies hav seemingly had their day and given place to a higher type of civilization. One further change in this feature would still further improve it, and that would be to hold it on some other evening than the night of the contest. The long strain of a four-hour contest, followd by a two-hour banquet, hardly seems to be a necessary or desirable indulgence any more.

In last year's contest, the Philadelphians forfeited the instrument solo number because of the illness of their contestant. Illness again attackt their ranks this year, and only a few hours before the contest it was necessary for them to elect Miss Bessie Cash as contestant in vocal music to take the place of Miss Jessie Freeman, who was unable to appear. The winning of this point is a high compliment to Miss Cash.

The record of contests up to date shows that the Philadelphians hav won twenty-five contests, with a total of 187 points, while the Wrightonians hav won twenty-eight contests with a total of 183 points.

The Philadelphians wer winners this year in all the athletic contests, winning the girls' hockey game and both the girls' and the boys' basketball games.

UNIVERSITY FOR THE QUARTER

It is wel known that poets often
receiv the inspiration to write a poem

Mr. Beyer's
Ford

from unexpected
sources and from
trivial and common-
place occurrences.

For example, nothing could be more
common-place in these days than for
a member of the I. S. N. U. faculty
to become the possessor of a new au-
tomobile. And yet, it was just a sim-
ple occurrence like this that servd as
the inspiration for the most talkt of
and generally red poem (?) that has
originated in our midst in many a day.
This production appeard in the Vi-
dette of October 25, but the perpetra-
tor of the offense is stil unknown and
probably wil remain unknown, espec-
ially to Mr Beyer, as long as he can.
The Quarterly takes the responsibil-
ity of giving it wider circulation.

My muthern law cum and fetcht me
a fliver,

A Henry, a road louse, to shake up my
liver.

It cum in a trunk and I put her to-
gether

An' set down to wait fer some decent
fine weather.

The snow it was fallin' an' rainin' as
well,

An' into our fliver the water it fell,
So I run her up where the back porch
was at

And coverd her up with wife's old
spring hat.

By an' by the sun shone an' I took off
the hat

And made redy to start on a fliverin'
bat.

I turnd on the gas an' the spark an'
the oil

An' het up a kettle of water to boil

To warm up the engin an' gas an'
such like

Then I'd turn on the crank an' away
she would hike.

So I put in the family an' water an' all
An' crankt till I was jes' redy to fall
Fer want of breth, swearin' an' cussin'
an all,

But never a sputter nor splosion was
heard,

Tho I did everything that ever I
herd

Could be done to a balkly old fliver
like her;

An' I dun everything that the family
sed

Would make her explode, but still she
was ded.

So I cald up the doctor of flivers
down town

An' sed that the ambulance should
cum right down

An' take old tin Lizzie to the hospital
shop

An' set her to runnin' till she never
would stop.

So they cum and the led me, fliver
an' all

Right down the main street to a hos-
pital stall.

But on the way down, old mule that
she wuz,

Changed her old mind an' started to
buzz.

Right then I could see there was no
use of goin'

To the place for sick Lizzies, the way
she was showin',

So I cut loose the bawser an' went
all alone

Right down the main street, a rattlin'
an' blowin';

Right down by the grocery I thought
of rye bred;

My Saturday's loaf is all redy, I sed,

So I puld up beside the grocery-
man's shop
An' got out without askin' ole Lizzie
to stop.
I run in the store and grabd my
rye bred,
An' hurried right out before Liz went
ded.
But when I cum out of the store with
my bred
A Sherlock was standin' right by
Lizzie's hed.
"She's alive and alone," wuz the first
words he spoke,
An' I seen by his eye it was never a
joke.
Sez he, "Yer arrested an' pincht an'
all that
Fer not mindin' the rules of the city
yer at."
I tried to explain how if Lizzie died
The saints only knew how soon she'd
revive.
"Cum right along down to the sta-
tion," he sez,
"An explain to the jedge, that's nun
of my biz."
So he climbd right in an' we rode
down together
Where they put all the crooks an'
drunks altogether.
He cald out a lackey to watch old
tin Liz
While we wuz inside a settlin' our
biz.
I don't think I'm tillin' just what did
occur
In there with the jedge an' the Sher-
lock no more,
But when I cum out I knew all the
rules
'Bout killin' the Lizzy you can't lern
in school.
But if all the readin' thet ever wuz
done
Cost like that wee bit in good hard
earned mun,
I'd go to the wood pile an' get me an
ax

An' land on tin Lizzie a few good
sound whacks,
Till I knew she'd stay did right there
in her tracks
An' not cum to life when a Sherlock
was there
Fer ain't got no more of the hard
cash to spare.

A significant change in one of the
principal features of the General Ex-

	ercise program is
Faculty	one of the innova-
Rhetoricals	tions of the present
	school year. For

several years past it has been the
custom for each member of the fac-
ulty to deliver an address to the
school at the General Exercise period
some time during the year. At the
beginning of the year each member
of the faculty was assignd a date for
appearance. Originally those as-
signments wer made in alfabetical
order, Mr. Adams always having the
honor of giving the first address and
setting the pace. This plan gave the
students some chance to be-
come acquainted with each member of
the faculy and with his or her inter-
ests. The plan, however, had such a
close resemblance to the system of
student rhetoricals in force in the
school that the joke makers among
the students soon applied the name,
"Faculty Rhetoricals" to the faculty
addresses, and faculty members al-
ways seemd to feel that the joke
was more or less "on him" when he
appeard to deliver the address.

This year, however, no advance as-
signments of dates has been made
and the plan that is being followd is
to call on different members of the
faculty to address school whenever
some suitable occasion is at hand, or
whenever a member of the faculty
has a real message for the students.
For example: On the day set apart by

the governor of the state as State Fire Prevention Day Mr. Adams, of the Chemistry Department, was asked to discuss fire losses and means of fire prevention.

Again, Mr. Manchester recently read a paper before the College Alumni Club of Bloomington, in which he discussed the merits of the proposed tax amendment to the state constitution and was later called on to address the school on the subject on three successive days. In these three days he was able to give us a thorough discussion of the subject on which we were all required to pass judgment on election day.

Since it is likely that during the year most members of the faculty may be called on to speak to the school, it may seem that this new plan is only a slight change, but from the standpoint of faculty members, it is a great change for the better. When we are called on to speak under this plan we will have the feeling that at least some one has the notion that we have something opportune and really important to say, and we will not feel like making apologies for our appearance. Under this system the faculty addresses will cease to be the butt of student jokes and will be of very much greater value.

The issues of the political campaign have served to replace some of the more stereotyped topics of Issues of the conversation and Campaign discussion among the students and faculty members during the fall term to such an extent that some of the latter class of topics have been quite neglected. At this writing many members of the entering class are still quite ignorant of the many regularly repeated traditions of the school and of the peculiarities and eccentricities of the

members of the faculty. It is even reported that at the end of the first month some of the Freshmen still regarded Mr. Manchester as the president of the school, and thought that Mr. Felmley was his private secretary and had as his main duties the reading of notices at General Exercises, looking after the seating of the students, the yellow contracts, and the like.

The classes in rhetoricals, the classes in debating, and the various student organizations have devoted much time to a discussion of the issues of the campaign. One meeting of the Social Science Club was devoted to taking a poll of its members, each member giving, briefly, his reasons for voting as he intended to vote. Sam Livingston, who four years ago was acknowledged leader of the Progressives of the school, made quite a hit in telling why he was now back in the ranks of the G. O. P. Democratic students understood Sam to be placing considerable emphasis on the word **back** in his statement.

Straw votes and polls have been taken at the different boarding clubs and finally, on November 3, a straw vote was taken by the whole school. In this vote Hughes received a majority of eight votes over the other three candidates for president, Benson receiving three votes and Hanly twenty-one.

The football season of 1916 opened with about the usual number of veterans on the squad. Jones, Ritter, Grubb, 1916 Hanson, and Perry, Football of the 1915 "N" men, reported for practice at the beginning of the season. Placing these men in their old positions, viz.: Jones and Grubb at the ends, Ritter at tackle,

Perry at full, and Hanson at half, the coach began looking over the new material to make up the rest of the team.

Among the thirty-five men who reported were: Miller and G. E. Smith, of the 1915 squad, Dudley and Lyle Courtright from the University High School, Crosby, Rieck, and Bennion from the Normal High School. Unknown was the football ability of the rest of the squad, some with a little experience and some with none up to the present time, these nineteen men have been used some time in the six games played: Jones, Ritter, Miller, Moore, Carlson, Calhoun, Grubb, L. Courtright, D. Courtright, Westhoff, Hanson, Perry, Gillis, Milstead, Hoover, Reitz, Crosby, McMahon, and Packard.

The Western Normal School came for the first game. For some reason the I. S. N. U. students and players had the idea that Western was a "weak sister" and would be easy to defeat. Consequently the team had to work hard to defeat Western by a score of 14 to 0.

The game with Millikin October 14 was disastrous. Millikin has a strong team this year, as evidenced by the fact that she has downed all comers, including the Illinois College 1915 champions. After the score was 28 to 7 in favor of Millikin, the I. S. N. U. team practically quit and Millikin ran the score to 52 to 7.

Coming back the next week with a determination to show they could play football, the team journeyed to Jacksonville and held the 1915 champs to a 14 to 3 score.

To the student organization under the leadership of Harry Stewart must be given a good share of the victory over Bradley on November 4. The team felt that there was something behind them, that somebody cared whether the game was won or lost,

and they played as they felt. The Bradley game was as good an exhibition of modern football as is ever seen. The teams were well matched and played all the phases of the game, old style line bucks, end runs, and punts, mixed well with forward passes and goal kicks. Each team secured a touchdown as the result of forward passing. Hanson, of the Normal team, boosted the score to the Normal winning point by kicking three goals from placement, Dr. Courtright holding the ball, and the rest of the team holding Bradley long enough to give the ball a good start toward the goal. Score 16 to 6.

Our old friends from Eureka College, who have been taking defeats of fifty or more points the past few years, secured revenge this year by drubbing us 28 to 3. Normal was handicapped by the absence of Ritter, Perry, and Westhoff. Eureka has succeeded in gathering together a bunch of good football players, who outplayed us throughout the game.

Charleston came to Normal on November 18 and took the game 24 to 7. The score does not show the true story of the game. It was hard fought all the way. The I. S. N. U. team deserves credit for not losing heart. Westhoff and Reitz, regular halfbacks, were unable to play because of injuries received in former games, and to make matters worse, somebody's knee came so hard against Hanson's ribs that he was forced to leave the game near the end of the first quarter. As a local daily stated: "It was a freak game. It was full of breaks, and the visitors got most of the breaks."

The Wesleyan game played on Thanksgiving day marked the final chapter of the season. After outplaying the Wesleyan team throughout the game until the final quarter, our opponents were finally lucky in getting away with a long run and made the

only touchdown of the game and thus we were compelled to bow once more to our old rivals, who, by the way, had been defeated in every game that they had played this season. The game was well played on the whole, the I. S. N. U. team having the edge all the way, except in the one break of luck which gave the Wesleyans their counter.

These men have won the "N" for 1916: Jones, Ritter, Miller, Calhoun, Grubb, D. Courtright, Hanson, Perry, Gillis, Milstead, Reitz, Crosby, Packard, Westhoff, McMahon, and Carlson.

One of the most delightful classes of events in our school life at Normal is that of the

Special Lectures

special lectures we have from time to time, delivered by prominent men and women who happen to be in our vicinity and are asked to speak to us. We have been exceedingly fortunate in this line this year. On October 24th Dr. David Star Jordan happened to be in Bloomington lecturing, and was asked to come out and speak to us during the hour just before noon. Dr. Jordan has received considerable criticism for his views on world peace during our recent "preparedness campaign," and yet much of the criticism which we have seen in the newspapers melts into thin air when we hear Dr. Jordan present his side of the issue.

On November 1st Mr. Lincoln J. Steffens, in a similar way, gave us an address on the topic, "Troubled Mexico." During the past two years Mr. Steffens has been in Mexico a good part of the time, and so was able to give us much first-hand knowledge of the situation. While he made no direct reference to the issues in the presidential campaign, his speech was, nevertheless, the best defense of President

Wilson's policy toward that troubled country that we have heard.

Mr. Steffens believes that the numerous rebellions and counter rebellions in Mexico are not as many believe them to be, the outgrowth of a mere thirst for blood and fighting, but on the contrary, they are like most other rebellions of history, an effort on the part of the people and of the leaders of the people who believe in the rights of the common man, to gain the liberty that is enjoyed by the people of other more advanced nations. He believes that the people of Mexico should be allowed to win this liberty for themselves, and that the United States should not attempt to win it for them.

The new Woman's Dormitory has been in process of construction since early in July and at

The New Building

the present time the outside work is nearing completion. The contractor hopes to have it enclosed before the fine weather breaks up so that it can be completed during the winter months. Already one can get some idea of how the completed building will appear, and it adds materially to the appearance of our group of buildings. The building is beautifully situated, just south of the gymnasium building, in the midst of a group of splendid trees, and it fits perfectly into its setting.

For the past two or three years the women of the faculty and the wives of the men of the

Faculty Women Organize

faculty have endeavored in one way and another to encourage and promote higher standards in the social life of the school. Hitherto they have had no definite organization for this purpose, but early in September they met and adopted a constitu-

tion and elected officers. Mrs. M. J. Holmes was elected president; Miss Parsons was elected vice-president, and Miss Robb was elected secretary. In the past, weekly afternoon teas, to which the whole school was invited, have been held during the winter term. Under the new organization it is planned to distribute these events thruout the whole year and, possibly, to vary the nature of the events so as to make them more attractiv.

The Carnegie Foundation has recently made a very thoro study of the teacher training schools of the country. About a year ago they completed a very thoro survey of the teachers and of the schools that prepare teachers in the state of Missouri. With the data gathered in this survey as a basis they are now undertaking to make some contribution toward the standardization of normal school curriculums. Dr. Bagley, of the University of Illinois, is one of the experts employed by the Foundation and has prepared a number of curriculums for the training of different classes of teachers. These are to be submitted to the various normal schools and to other schools that train teachers for discussion and criticism. It is hoped that out of this discussion will evolve greater uniformity and greater efficiency in the training of teachers.

On October 26th the presidents of the five Normal schools of the state held a meeting at Normal School Normal to discuss matters of common interest to the different schools. The principal matter of discussion was the appropriations to be asked for of the General Assembly at its coming session. This is the

first time that such a meeting has been held and it is hoped that it will result in a more effective demand from the legislature for funds for Normal school purposes.

The 1916 contest between the Philadelphian and Wrightonian Societies has at this writing taken the place of the recent contest between the Democrats and Republicans. One little

skirmish in the form of hockey game has already been decided in favor of the Philadelphians and as a result, this society is exhibiting the usual amount of "chestiness." Possibly there are other reasons for this which only those on the "inside" know, but the fact is evident from the following "final statements" from leaders of the contending forces. Being a Wrightonian, our admiration for the modesty of the Wrightonian prophet is equalled only by our admiration for the supreme confidence of the Philadelphian.

Philadelphia

In each contest there can be but one winner. It must seem a little weird to the contestant who loses because he sees in his work something which the audience does not, or, at least he sees the thing more vividly. Little attention to the loser needs to be paid here, for I am writing the prophecy of Philadelphia. I never saw her lose. Did you? This year, however, we are going to win so decisively that the judges, or any one else, cannot help seeing it. Remember the statement: "We are going to win," even if you forget everything else in this article.

December 22 will witness the greatest contest ever held in I. S. N. U., if signs fail not. Picture a gigantic theater, with the stage set for war. Every fighter trained for years in his particu-

lar field and then finisht in the "pink of form" by three months of strenuous training. Imagine, if you can, a stone wall, call it the Rock of Gibralter, if you please, faced by such people as: William B. Geneva, Harry Stewart, George Evans, Neena Yerkes, Elsie Freeman, Laura McManus, and Ruth Cline, backt by scores of Philadelphians who ar every atom Phils.

Does that sound like a winning team? Yes, "We all say so." If Connie Mack, that genius of the National game, had spent his years picking literary contestants insted of baseball players, we dout if he could hav equald this selection. Did you ever hear any one say: "There isn't a flaw in it?" That is the way with the Phil's contest team. There isn't a flaw in it.

Think what a wonderful combination we hav in our debating team, Stewart-Geneva. What makes a debating team? Not a debater, but a team. First, a man who can analyze, organize, cull out that which is extraneous, then open the debate with the pep and enthusiasm that wil cause his opponents to sit with jaws apart and wonder how one small human can pour forth such a logical, convincing, eloquent discourse. Who can do this? Harry Stewart can. Stewart is going to open the debate that evening and if you are not there to hear him you wil miss something which is worth walking miles to see. Second, next to a man such as Stewart is, a debating team requires some one who is shrewd, reservd, and quick. Yes, some one who can think "doubly quick," some one who is bubbling over with pep and has a mind that works like an electric spark. Some one who can say more in his final rebuttal argument and still hav time to spare. A man you cannot even dout, much less disbelieve. But is there such a man in Normal? Yes, it is William B. Geneva. He's there with pep and oratory,

and brains to spare. If you miss hearing Geneva close the debate, you miss the most eloquent eulogy that has ever seald the fate of those two points for Wrightonia.

After the debate Miss Freeman sings. Hav you ever herd a record of Patti's singing? Then you ar in a good mood to listen to Miss Freeman. "As clear as a bell" does not half describe it. Bells sound as the blacksmith's anvil when Elsie sings. The filterd strains of our choicest mocking bird would be quite turbid as compard with hers. If you miss her song, you miss sounds that ar unequald by the visionary and a voice that is clearer than the finest cut gem in America.

And then Miss Yerkes' essay. Burns never dreamd of words so choice, so eloquent as these. Emerson never theorized in the unknown he only began, it was left for Miss Yerkes to complete it. When this as records shal be told and men its merits shal review, then shal the charm that held the old be reguant here within the new. If you appreciate an essay that is the acme of good taste in the literary world you cannot afford to miss this.

She reads the choicest ever wrote by pen. Some people seem to read between the lines but Mrs. McManus reads the pinnacles of thought which the author never dreamd of. If the author of her reading could only hear her, he would declare it was not the piece he wrote for her, so much thought, such grace, such ease; all embodied in a single maid. If you miss her reading, you miss an artistic production.

He speaks—and the heds of Empires stop to listen for there is something in his speech and manner that holds them as a magnet holds steel. It is his simple eloquence, his power, his mien. He has something to tell and it is so

wel said in such choice words that he demands attention. We do not mean to discredit Cromwell, Webster, De Pew, and a host of others, but if they could but hear him speak on December 22 oratory would at once assume new standards.

Hush! Is that the sound of strings or is it the angels playing? Of course not, it is Miss Cline practising for the contest. Who ever herd such melodies or who believed that over tones as faint as those could be made on our old piano? If she had some foren name, such as Zowoskie, Gumdemberg, or Listz, she would be giving recitals before famous artists. She's just a little American girl and her name is only Cline so she is doing the greater thing which hasn't so much cash attached to it—playing for Philadelphia. Did you ever hear any one say "He just made that piano talk?" Miss Cline just makes the piano sing and if you hear her you wil wonder how that "old box" vibrates such precious melodies. There is music even in her discords.

So much for the literary contest for December 22. I want to steal just a minute of your time to tell you about the status of athletics. The Phils decided this year that the basketball pennant has been hanging in Wright hall too long. To prove this the Phil girls beat the Wright girls in the first annual hockey game Thursday, November 16, by a score of 3 to 2. Listen to our basketball lineup:

Boys—Westhoff, Courtright, Jones, Ritter, Miller, Thompson, Lathrop, Stewart, Lutz, and Huffmaster.

Girls—Woll, Reid, Parks, Ryburn, Mitchell, Gates, Emunds, Hendrix, Torrens, Murphy, Apple, Ross, Manchester, Bacuerle, Stroman, Baird, and Green. Can we pick five from there? "We all say so." If that most coveted piece of bunting does not hang in Phil hall next December it is

because the universe is against us.

Let us make contest week a homecoming this year. Every Philadelphian wil hav something to come for and something to celebrate. With best regards to the older students of I. S. N. U., we are, Cordially,

Philadelphians.

Wrightonia

Wrightonia has for the 1916 contest two veteran debaters, Mr. George Ernest Smith and Mr. Grover Kerr. Both ar Seniors and both wer on the Oshkosh debate last year.

Mr. Harry Owens, a Junior, who has done work of high grade, particularly in English, is to represent the society in essay. Mr. Owens is a member of the Vidette staff and has been contributing quite freely to its columns.

The piano solo wil be playd by Miss Augustine, of Bloomington. Miss Augustine has done considerable work in the Wesleyan College of Music under Miss Otto and Mr. Mayer.

Miss Laura C. Buckley, a new student from Petersburg, is to sing. Miss Buckley has had training in voice under local instructors.

For contestant in reading Miss Nelly Van Hook has been chosen. Miss Van Hook formerly resided in Normal but has spent some time since in the west. She is a graduate of the Department of Expression of the Bloomington Conservatory of Music and Expression and has done work in the Columbia College of Expression, Chicago.

In oratory the society wil be represented by Miss Grace Sloan. Miss Sloan won the contest in essay in 1914 and was a contestant for the Edwards medal in oratory the same year.

Wrightonia has a great deal of faith in these contestants and believes that win or lose, they wil acquit themselves in a way honorable to themselves

and to the society. We are not boasting but our contestants are hard at work and we are going to wait for the decision of the judges before we tell you that the contest is Wrightonia's or believe that Philadelphia is going to win.

Sincerely,

Wrightonians.

Miss Anna E. Swainson, of the art and design department at the Illinois State Normal Uni-

Miss Swainson versity, has presented her resignation to the state

Resigns board of education to take effect December 20. Miss Swainson is resigning her position here in order to accept a call to the State Normal school

at Los Angeles, California, in the same department. The new position offers a large increase in salary and many opportunities not present here. It has ten new buildings and fifteen hundred students, all of whom are graduates of four-year high schools.

Miss Swainson has accomplished wonders here in building up the department of jewelry and pottery and is exceptionally popular with members of the student body. She prepared for her work at the University of Missouri and took her master's degree at Columbia University in New York City. While her friends will learn with regret that she is to leave the University, all will rejoice with her in her advancement.

THE ALUMNI

University of Chicago I. S. N. U. Club

The first get-together dinner of the University of Chicago I. S. N. U. Club was held Saturday evening, November 25, at the "Gargoyle." A real get-acquainted session preceded the dinner. Miss Eunice Blackburn brought the latest gossip from "Old Normal" as a member of the "baby class," 1916. Miss Naana Lynn Forbes gave a group of readings in a most interesting manner. Dean W. S. Gray, of the School of Education, gave a short impromptu talk on how the educators of the country regard "Old Normal," and the value she has to the student. Mr. George N. Cade then told us in his characteristic way that he surely "came to make a speech," and added to the gaiety of the evening. The next meeting is planned for Friday evening, January 12, and all former Normalites in the vicinity of the University of Chicago are to be welcomed.

Those present, and a bit of interest about them, were:

Stanislas Arsenau, '14, geography in University College. Teaching in the Harvard School for Boys.

Mrs. Ellen G. Anderson, '06, B. A. Chicago.

Lillian Anderson, '06, B. Ed. '16. Studying for M. A. degree in English.

Eunice R. Blackburn, '06, B. Ed., '16. Studying for M. S. degree in geography.

R. G. Buzzard, U. High '13, Normal '14, S. B. Chicago '16. Studying for M. S. degree in geography.

George N. Cade, '10. Studying in School of Education.

Lena M. Crum, student at various periods, last in summer '15, Ph. B. Chicago '16. Studying for A. M. degree in Home Economics. Assistant in Home Economics in the School of Education.

Naana Lynn Forbes, ex-faculty

member. Studying in College of Liberal Arts, class of '17.

Edward S. Freeman, '10. B. Ed. '14. Studying for A. M. degree in American History.

William S. Gray, '10, S. B. Chicago '13, M. A. Columbia '14, Ph. D. Chicago '16. Instructor in Education and Dean of the College of Education, University of Chicago.

R. E. Garrett, '14, studying for Ph. B. degree in Sociology, class of '16.

C. D. Jacobs, '15, studying for Ph. B. degree in Political Economy, class of '18.

Lee I. Knight, '01, A. B. Illinois, S. B. Chicago, Ph. D. Chicago. Assistant Professor of Botany, University of Chicago.

Edna G. Lake, '14, geography in University College and teaching seventh grade at Cicero, Ill.

C. D. Lambird, '14, studying in College of Medicine, class of '18.

Lawrence J. Lawson, student I. S. N. U. summers '14 and '15, studying in College of Medicine, class of '18.

Lucy Lindsay, '02, studying at the Academy of Fine Arts and teaching in Cicero, Ill.

Howard D. Lightbody, '12, B. Ed. '14. Studying for the M. S. degree in Botany.

Ida Overbeck, '13, studying for Ph. B. degree in German and Mathematics, class of '17.

Anna S. Olsen, '13, studying for Ph. B. degree in Home Economics, class of '17.

C. K. Russell, student I. S. N. U. summer '14, studying in the College of Medicine, class of '18.

Mary Ina Seed, '16, studying Geography in University College and teaching at Cicero, Ill.

W. Carl Smith, '14, B. Ed. '16, studying for A. M. degree in Sociology.

Alice Quinn, '14, teaching first grade at Cicero, Ill.

Sincerely,

R. G. BUZZARD,

C. D. JACOBS,

R. E. GARRETT.

ALUMNI NOTES

Alumni at High School Conference

The High School Conference which is held annually at the University of Illinois, affords a splendid opportunity for reunions among I. S. N. U. alumni who are engaged in high school work in the state. Whole "flocks" of Normal people may be seen on every corner among the immense gathering of the Conference, and it is quite noticeable that these Normal people tend to flock together in congenial groups. It is a great pleasure to us faculty members who attend the Conference to meet these congenial groups of former students and trade campus news to them for bits of their experiences. Among the Conference crowd we noticed the following persons, at the recent meeting:

Paul Benjamin, '15, teacher of agriculture and athletic coach at Bushnell.

Ernest Lightbody, T. C. '16, science teacher in the township high school at Weldon.

Thomas Lancaster, T. C. '16, principal of the township high school at Donovan.

Leroy Wurtsbaugh, '15, superintendent of schools at Gridley.

Clarence Bonnell, '99, teacher of science and assistant principal in the Harrisburg township high school.

George White, T. C. '16, superintendent of schools at Palistine.

Emmet Wheeler, '14, principal of the township high school at Granville.

Roy Schofield, '15, superintendent at Heyworth.

J. Aaron Smith, T. C. '16, teacher of physics and chemistry at the Urbana high school.

Anna Stansbury, T. C. '17, science teacher in the high school at Onarga.

William Allan, '15, science teacher at Potomac.

John Garrington, '16, principal of the township high school at Manteno.

E. G. Stevens, T. C. '16, principal of the township high school at Rankin.

C. W. Moore, '15, superintendent at Minier.

Glenn Griggs, '11, science teacher at Pittsfield.

A. W. Boley, '16, superintendent at Cerro Gordo.

Ruth Pricer, '15, teacher of science and mathematics at the John Swaney school at McNabb.

Edith Dunn, '15, teacher of English in the township high school at El Paso.

L. Ada Krider, '13, teacher of mathematics at El Paso.

Nellie A. Weeden, '14, primary teacher at Varna.

Thomas Birney, '99, superintendent at Macomb.

Lusette Blevens, '15, teacher at Heyworth.

Freemont Wirth, student at the U. of I.

David H. Wells, superintendent at Litchfield.

C. P. Briggs, H. S. '95, principal of high school at Rockford.

Glen Harper, '12, athletic coach and teacher of mathematics at Urbana.

French Petty, '14, ward principal at Urbana.

Ambrose Perrin, '03, superintendent at Jacksonville.

Beulah Brown, '15, primary teacher at Pontiac.

Talmage Petty, T. C. '14, principal at Monmouth.

Emma Clinau, T. C. '14, high school teacher at Urbana.

Harold Tice, '16, superintendent at Wenona.

C. W. Whitten, '00, principal of township high school at DeKalb.

Dan Shirk, '15, superintendent at Atlanta.

Oren Barr, T. C. '13 superintendent at Carthage.

Alumni Notes

1861

The present address of Harvey J. Dutton is the corner of Grant and High streets, Springfield, Missouri.

Aaron Gove is working with the Great Western Sugar Company of Denver, Colorado.

1862

Elizabeth Carleton tells us she is doing sunshine work or playing "Meddlesome Mattie."

James Frederic Ridlon past away on the 23rd of last May.

1863

William Dennis Hall died October 1, 1914.

The husband of Sarah Jane Gove Baldwin, Eugene F. Baldwin, died November 18, 1914.

1864

Edith T. Johnson, Mrs. John H. Morley, lives at 904 North Fourth street, Montevideo, Minnesota.

George Colvin departed from this life May 9, 1913.

1865

Olinda M. Johnson, Mrs. Newell T. Nichols, is at 629 Eastern Parkway, Brooklyn, New York.

William McCambridge is connected with the Division of Correspondence of the Inter-state Commerce Commission at Washington, D. C.

Hosea Howard continues to do the work of an accountant for the Washash railroad.

Charles L. Capen renders service to his Alma Mater as a member of the Board of Education.

1866

The home of Helen M. Plato (Mrs. Wilbur) is at 616 Franklin street, Geneva, Illinois.

1868

Ann Eliza Bullock lives in Normal, Illinois.

Henry McCormick, with his pleasant voice and kindly manner, is always a welcome visitor when he chooses to walk in here at school.

1870

Adelaide V. Rutherford's home is at Girard, Macoupin county, Illinois.

Wade Hampton Richardson is a real estate broker in Milwaukee, Wisconsin.

Cara Elizabeth Higby was ill in October when last heard from here.

Levi T. Regan is the principal of the Sherman School in Chicago, Ill.

R. Arthur Edwards lives in Peru, Indiana.

John H. Parr is the proprietor of a summer hotel at Castle Park, Mich.

William Hawley Smith and his wife, Ellen Hinsdale Galuska Smith, live at 2039 Knoxville avenue, Peoria, Ill.

Barbara Denning died May 31, 1910.

Mrs. Adella Nance Shilton's home is at 218 South Elm street, Kewanee, Illinois.

1875

5666 Cabanne avenue, St. Louis, Missouri, is the present address of Robert L. Barton.

James Ellis writes that he is resting after many years of toil.

Benjamin F. Stocks lives in Garden City, Kansas.

The address of Margarita McCullough (Mrs. Frank Sanders) is 502 West Van Buren street, Ottawa, Ill.

Henrietta A. Watkins is helping at the Baby Fold in Normal, Ill.

James N. Mosher farms and raises stock at Hartford, Kansas.

1876

Lewis C. Dougherty lives at 1138 Second avenue, Rock Island, Ill.

Claudius Bligh Kinyon continues his work of physician and surgeon and teaches in the University of Michigan at Ann Arbor, Michigan.

William Harvey Chamberlain, principal and superintendent of the Cyrus H. McCormick School in Chicago, has completed forty-eight years of teaching.

1877

730 Buena avenue, Chicago, Ill., is the address of Laura Sudduth.

Mary Alma Anderson lives at 608 Broadway, Quincy, Ill.

Nettie V. Cox (Mrs. Francis M. Smith) is the home keeper at 2731 West Thirtieth street, Des Moines, Iowa.

George L. Hoffman practices law at Mt. Carroll, Ill.

How would you like to eat some of the fruit raised at the home of Wilmas Edith Varner (Mrs. Joseph E. Metzger, Geyserville, California)?

Selina M. Regan (Mrs. Daniel G. Hunter) now lives at Wilmington, Ill.

Richard G. Bevan farms at Atlanta, Illinois.

Fremont Charles Blandin is a druggist in Rutland, Ill.

Albert Snare is the principal of the Union High School in Bellevue, Nebraska.

1878

Edwin H. Rishel has lived in Oklahoma City, Oklahoma, since 1907.

Theodore Wing Peers died May 9, 1913.

George I. Talbot writes that he has four boys and one girl. (all republicans).

Oscar J. Bainum, of Paxton, Ill., takes an active interest in public library work for he was the Secretary of the Public Library Board at Olney, Ill., 1887-97, and has been president of the Carnegie Library Board 1902 to date.

1880

Mechanical and electrical engineer-

ing is Herbert McNulta's work.

The home of May Hewett (Mrs. Rudolph R. Reeder) is stil at Hastings-on-the-Hudson, New York.

The present address of Lilian M. Brown Mrs. Eugene P. Fairchild) is Still River, Massachusetts.

Woodman R. Marriet has been vice-president of the Capron State Bank, for fifteen years.

George Kimball Smith died at his country home in St. Louis county, Missouri, on August 8, 1916.

1881

The address of Wendall F. Puckett is 302 Schweiter Building, Wichita, Kansas.

Helen Middlekauff is a student in the University of Chicago.

Nathan T. Veatch livs at Atchison, Kansas, where he is superintendent of schools.

Celia S. Mills is farming at Gage, Oklahoma.

The present occupation of Bronson Bayliss Beecher is the buying of cotton.

James B. Estes has lectured in many cities and states on education and educational systems, the principles and practis of life insurance, city government and state affairs, the fundamentals of business, and the Church as a civic force.

The address of Belle Hobbs, (Mrs. E. A. Gastman) is 464 West North street, Decatur, Illinois.

Last year Carrie G. Rich retired from teaching.

1882

Frank L. Williams is a lawyer at Clay Center, Kansas.

George W. Reeder is mining at Hesperus, Colorado.

The present address of Murray McCheyne Morrison is Hood River, Oregon.

Lettie J. Smiley (Mrs. Charles E. Fraser) livs at Plainfield, Illinois.

Louisa M. Scott (Mrs. Donald K.

Campbell) is the president of the Woman's Home Missionary Society of the Bloomington Presbytery.

4540 North Lincoln street, Chicago, Illinois, is the address of Lilian W. Pillsbury (Mrs. William S. Gates).

Martha L. Powell is the principal of the Long school, Omaha, Nebraska.

1883

Carrie Ella Smith (Mrs. Charles Hall Turner) livs at Mt. Sterling, Ill.

"Plan of Inspection for Child-Caring Institutions" and "Standards of Child-Care in Institutions for Dependent Children" have been edited by Rudolph R. Reeder.

76 Soldiers' Place, Buffalo, New York, is the address of Mary Hubbard (Mrs. William R. Heath).

The present address of May M. Parsons (Mrs. J. H. Glotfelter) is 229 Cherry avenue, Oshkosh, Wisconsin.

Ada L. Parsons livs in Woodstock, Illinois, at 481 West Jackson street.

Mae Frances Downey (Mrs. Herbert M. Cox) is now living in Normal, Illinois.

William Herbert Higby died July 10, 1913, at Ottawa, Illinois.

Edward F. Parr is interested in municipal and corporation bonds.

George Howell past away November 19, 1913.

John N. Wayman writes that he likes the Alumni Quarterly with the exception of the "abnominable spelling."

J. Montgomery Humer is now the principal of the Ridgeley school in Springfield, Illinois. The present year is his twelfth year of servis in teaching in that city.

Mary E. Kuhn (Mrs. A. B. Kipp) livs in Normal, Illinois.

John L. Hall has publisht "Tables of Squares," "Structural Slide Rule" and the "Theory of Reinforced Concrete Joists."

1884

The vice-president and manager of the Larkin Company in Buffalo, New York, is William R. Heath.

Harriet M. Montgomery (Mrs. Herman W. McClure) lives in Atlanta, Illinois.

Annie Hendron (Mrs. Frederick S. Smith) is secretary of the Carroll County Sunday School Association and Probation Officer of the Juvenile Court.

Clarissa E. Ela is teaching in the art department of the Illinois State Normal University.

In 1913 Nathan A. Harvey published "Elementary Psychology" and in the following year "Feelings of Man."

1885

5956 West Lake street, Chicago, Illinois, is the present address of Mary Joice Adams and Sue P. Adams.

Cornelius S. Tarbox is a florist in Chicago.

Helen Antoinette Dewey is the principal of the Lowell school at Grand Junction, Colorado.

Alexander Cation is the proprietor of the Walla Walla Lumber Company of Walla Walla, Washington.

Ruby C. Gray (Mrs. Charles Jordan) manages a motion picture theater.

John Hamlin Clotfelter is the principal of the Oshkosh Normal Training School at Oshkosh, Wisconsin.

1886

John H. Fleming is teaching and farming at Rapid City, Michigan.

Paterna Road, Santa Barbara, California, is the address of Cora Maria Rowell (Mrs. Albert Clyde Olney).

Charles W. Hart is practicing law in Seattle, Washington.

Samuel D. Magers lives at 347 East Hewitt avenue, Marquette, Michigan.

213 Normal avenue, Illinois, is the present address of Margaret H. J. Lampe.

Thomas Owen Moore teaches mathematics and bookkeeping in the Ottawa Township School at Ottawa, Illinois.

Theodora Gildemeister is the author of the 1915 Minnesota Course of Study for Elementary Schools.

Edwin S. Coombs is a thirty-two degree Mason.

1889

Cora F. Philbrook's home is at 200 South Main street, Normal, Ill.

Charles M. Fleming lives in Shelbyville, Ill.

The present address of Margaret H. Brown (Mrs. William Aldrich) and William Aldrich is 528 Morgan street, Keokuk, Iowa.

1890

Charles Vernon McReynolds is a fruit grower in California.

Harry C. Metcalf is teaching political science in Tuft's College, Massachusetts.

Honor Hubbard (Mrs. Louis B. Easton) lives in Anaheim, California.

Charles Alonzo Perkins is engaged in fruit growing in Washington.

"Modified Rickets in Children" and "Care of Wounds Inflicted by Rabid Animals" have been published by Dr. Lyman W. Childs.

John William Hall has edited numerous articles in "Atlantic Educational Journal" and in the "Elementary School Teacher."

Rudolph H. H. Blome is the president of the Northern Arizona Normal School at Flagstaff, Arizona.

An article written by Laurie Henshaw Frazee will be published in the "Mountainer Magazine" of Seattle in December.

Julia M. Case (Mrs. Christian W. Barth) lives at Paw Paw, Ill.

Frank E. King tells us that he is farming and orcharding. He lives near Geneva, Ohio.

Mary Lou Whitney (Mrs. F. W. Meadows) writes that her present occupation consists of household duties and club work.

Margaret C. Power is the assistant principal of the Township High School at Pontiac, Ill.

Cora M. Porterfield teaches Latin and Greek in Lindenwood College, St. Charles, Missouri.

1891

John Harrington Cox has written "Literature in the Common Schools," "Knighthood in Germ and Flower," "A Chevalier of Old France," "Folk Talks of East and West," and "Siegfried."

Lilian Thompson (Mrs. Cyrus J. Tucker) lives at 509 West Decatur street, Decatur, Ill.

James J. Ferguson has written a few musical pieces for the public schools for which he has been superintendent.

Charles Crawford Wilson is the principal of the Lincoln High School of Jersey City, New Jersey.

Dr. Casper G. Hanawalt has edited "Miscellaneous Poems."

Maude Root is teaching in Chicago.

James B. Pollock is a member of the Botanical Society of America and the American Society of Naturalists.

Kate F. Conover (Mrs. Fred W. Heidel) is national superintendent of the Sabbath Observance Department of the Woman's Christian Temperance Union and State President of the Woman's Home Missionary Society of the Methodist Episcopal church.

William B. Moulton is a lawyer, 1205 Borland Building, Chicago, Ill.

1892

Florence J. Clark lives at 423 South Second street, DeKalb, Ill.

The present address of Bella L. Cook (Mrs. James Clement Ambrose)

is 204 East Alhambra Road, Alhambra, California.

Francis G. Blair continues to be State Superintendent of Public Instruction in Illinois.

Mary E. Maginnis is a primary teacher in Chicago.

Lewis William Colwell is a member of the Chicago Philosophical Round Table.

G. Charles Griffiths is managing officer at the St. Charles School for Boys at St. Charles, Ill.

Anna Gilborne teaches at Clay Center, Nebraska.

Jessie Peasley (Mrs. George A. Scott) is housewife at 2946 Montclair avenue, Cincinnati, Ohio.

Minnie Whitham is the principal of the William Beye School in Oak Park, Ill.

Mack M. Lane lives in Crete, Ill.

Edwin L. Boyer is the principal of the Bloomington Township High School at Chicago Heights, Ill.

1893

Dr. Paul Ernest Grabow is a member of the Chicago Medical Society and the American Medical Association.

William Sherman Pierce tells us that his present occupation is "Taking it easy."

John Delmar Murphy is the pastor of the Presbyterian church of Brookston, Indiana.

William Samuel Wallace lives in Savana, Ill.

Mae Cook died in Pasadena, California, on May 7 1914.

Mrs. Kate White lives in Brocton, Ill.

Dr. Archibald Alcorn is a member of the Chicago Medical Society, the Illinois Medical Society, the American Medical Association, and the American Medical Association of Railway Surgeons.

James H. Forrester is an attorney in Taylorville, Ill.

William Burgess Elliott is a farmer at Williamsfield, Ill.

Jude Everette Davis is teaching in Chicago.

The present address of the Reverend William H. Arbogast is 211 West Seminary avenue, Bloomington, Ill.

1894

Frederick DeLos Barber is the editor and a joint author of a book entitled, "First Course in General Science," published in 1916.

Albert Smith Hanna lives on Cherokee avenue, Hollis, New York.

Eva Belle Houser is farming the old home place at Randolph, Ill.

Cora Belle Barney (Mrs. John Austin Bellows) is a member of the Education and Home Departments of the Evanston Woman's Club and the Kenilworth Woman's Club, and is a member of the Northwestern University Guild.

The address of Anna Ethelyn Gaylord is 6441 Harvard avenue, Chicago, Ill.

Charles C. Miller is a traveling salesman for the Robeson Cutlery Company.

John A. H. Keith continues to be the president of the State Normal School at Oshkosh, Wisconsin.

Mary Josephine McCafferty (Mrs. W. A. Grove) lives at Kokomo, Ind.

1895

John William Fisher is farming near Muskogee, Oklahoma.

The present address of Mabel Winslow Barrett is 216 Center street, Wheaton, Ill.

Samuel B. Hursh is the vice-president of the Western Illinois State Normal School at Macomb, Ill.

Andrew Hutton Melville is a member of the American Sociological Society and of the Wisconsin Conference Board of Industrial Education.

Clyde Reual Travis teaches in the

State Normal School in Mayville, North Dakota.

William E. Hedges is the principal of the Jackson School in Chicago, Ill.

Henry Hugh Edmunds continues to live in Clinton, Ill., where he is the superintendent of schools.

Fred Russell McMurry's address is Westwood, New Jersey.

The present address of Dr. William Ross Cothorn is 1122 West Third avenue, Waterloo, Iowa.

Mary Bertha Boulter teaches seventh grade work in Chicago.

Anna B. Schulte has leave of absence from teaching in St. Louis, Missouri, until January, 1917.

1896

The present address of Elizabeth T. Schaeffer (Mrs. Frank L. Bondurant) is Sumner, Missouri.

John Thomas Williams Page is a bank cashier in Newburg, North Dakota.

Mary Minerva Steagall is an assistant in biology in the Southern Illinois Normal University at Carbondale, Ill.

Ella Mabel Harris (Mrs. Adolph S. Edwards) lives at 2514 Sixth avenue, Moline, Ill.

The address of Frank Smith Borgardus is Terre Haute, Indiana.

William Herman Diedrich Meier, of Framingham Center, Massachusetts, has written "Herbarium and Plant Description," "Plant Study," "Animal Study," "School and Home Gardens," "When and What to Plant," and "Course of Study in School and Home Gardens."

The present address of Flora Evangeline Campbell (Mrs. E. V. Peters) is 420 Broadway, Flushing, Long Island.

Paul Harris Lehman is the president of the History, Civics, Social Science Department of the North Dakota Historical Association this year.

Alumni Notes

Howard D. Lightbody, T. C. '14, who for two years was teacher of science in the high school at Warsaw, Ill., is studying at the University of Chicago the present year. He is majoring in botany and will practically finish the work for the A. M. degree at the end of the winter quarter.

Lida D. Mix, '09, is residing at 5519 University avenue, Chicago. Miss Mix received the Ph. B. degree from the University of Chicago in March, 1915.

H. D. Waggoner, '02, received the Ph. D. degree from the University of Illinois last June and is now head of the department of biology in Macalester College at St. Paul, Minnesota.

Ethel Cooper, '13, who for two years after graduation taught science in the high school at Chenoa, Ill., finished the work for the bachelor's degree at the University of Chicago last June, and is now assistant in the biology department of the normal school at Stevens Point, Wisconsin.

Warren H. Rishel, '97, is superintendent of schools at Springerville, Arizona. He was formerly located at San Bernardino, California.

L. Ada Kreider, '13, is teaching in the township high school at El Paso, Illinois.

Geo. B. Kendall, '04, is still teaching agriculture in the normal school at Moorhead, Minnesota.

George Appel, '08, graduated from the Medical College of the University of Illinois last June and is now serving as interne in one of the Cook county hospitals. He was valedictorian of his class, served as president of his freshman class and as president of the Therapeutic Society of the college.

Mr. and Mrs. E. B. Smith, both of the class of '88, are still living at 5474 Greenwood avenue, Chicago. Mrs. Smith writes that the Quarterly grows

more attractive with each number, and that they always welcome its arrival.

Mrs. Eva Pennel Brown and daughter, Beulah, '15, are living at Pontiac, Ill., where the latter is teaching.

Mr. Lee Yoder, T. C. '15, has recently accepted a position with the U. S. Weather Bureau at Sioux City, Iowa.

Mr. Harry L. Andrews, '13, who for the past two years has been teacher of biology in the high school at Monmouth, Ill., has recently resigned his position to accept a similar, but much better, position in the township high school at Cicero, Ill. Since leaving Normal, Mr. Andrews graduated from the University of Illinois, where he was a favorite student in the Entomology department. He has been continuing his work in this line in summer schools and expects to finish the work for the A. M. degree before long.

Mr. Walter Eller, '15, who, for a little more than a year has been teaching science at the high school at Mason City, Ill., has resigned his position in the State Normal School at River Falls, Wisconsin. For one of his duties in his new position, he is to organize and direct a brass band composed of students, and besides this will teach algebra and arithmetic.

Miss Winnifred Ridgley, H. S. '16, has accepted a position with the Coburn Players for the current year. She spent part of last summer with the troupe, having a part in the famous play, *Yellow Jacket*. She recently went to New York to begin the work of rehearsals for the season's tour. The company will appear on the Normal campus as usual next year on the 4th and 5th of July.

Almeron Warren Smith lives at Plandome, Long Island, New York.

John Henry Gray has written many papers in economic publications, es-

pecially in reference to public utilities.

Joab H. Kasbeer continues to live in Denver, Colorado.

Thomas M. Kilbride is clerk of the State Board of Pardons in Illinois.

Emily H. Parker says that she retired from teaching in June of 1916 and is now doing many things that she has wanted to do all these years, and for which she has not had time.

Hanan McCarrel is a stockman at Kinderhook, Illinois.

Charles F. Philbrook lives in Bisbee, Arizona, where he is superintendent of schools.

Washington is the address of Ellen Reid (Mrs. Ovid A. Byers).

Louise L. Babcock (Mrs. John H. Albrecht) gives farming as her occupation.

Francis M. Richardson has published theses on "English in First and Second Primary Years" and on "Limitations in the Use of the Concrete in Instruction."

Florence M. Gaston (Mrs. Edmund B. Smith) lives at 5474 Greenwood avenue, Chicago, Illinois.

Elijah Needham is engaged in insurance work.

The address of Nettie S. Hunter is Stonington, Illinois.

MARRIAGES

Diemer-Monson

On September 4, 1916, Miss Hattie Marie Diemer, '13, was united in marriage to Rev. Mr. Charles Monson, of Potomac, Ill. The wedding took place at the bride's home in Pontiac, Ill. After graduation at the I. S. N. U., Mrs. Monson taught for one year in the high school at Litchfield, Ill., and was principal of the township high school at Ellis, Ill. Before coming to Normal she had graduated from the township high school at Pontiac,

and had taught for several years in the schools of that city.

Rev. Mr. Monson is the pastor of the M. E. church at Potomac. He is a graduate from the Potomac University at Washington, D. C., and has been for ten years, a member of the Illinois Conference.

Waugh-Brower

Miss Rose Waugh, H. S. '94, was united in marriage to Mr. John Brower at Berkersfield, California, on June 15, 1916. They are at home at Button Willow, Calif.

Cavins—White

Miss Grace Cavins, '11, and Mr. Wilmer A. White were married at the home of the bride's parents at Mattoon, Ill., on July 17, 1916. Mrs. White graduated from the household science course at Normal and for the past several years has been teaching her specialty in the high school at Charleston, Ill. The couple are at home at 212 East Forty-second street, Chicago.

Wright-Wilson

Mr. John B. Wright, '05, was united in marriage to Miss Fannie E. Wilson at Janesville, Minnesota, on June 19, 1916. They are at home at Westbrook, Minn., where Mr. Wright is engaged in teaching Agriculture. After leaving Normal Mr. Wright finished a course in Agriculture at the University of Illinois.

Harper-Jacobs

On October 14, 1916, Miss Lois May Harper, '15, of Glasford, Ill., was united in marriage to Mr. Wilber M. Jacobs. The couple are living at Madison, Wisconsin.

Yeck-Kirkwood

Miss Emily Lavina Yeck, a popular member of the class of 1915, was recently married to Mr. Rodger Kirkwood, of Lawrenceville, Ill. Mr. Kirkwood has a position in a bank.

DETHS

Deth of Mrs. Carter Harris

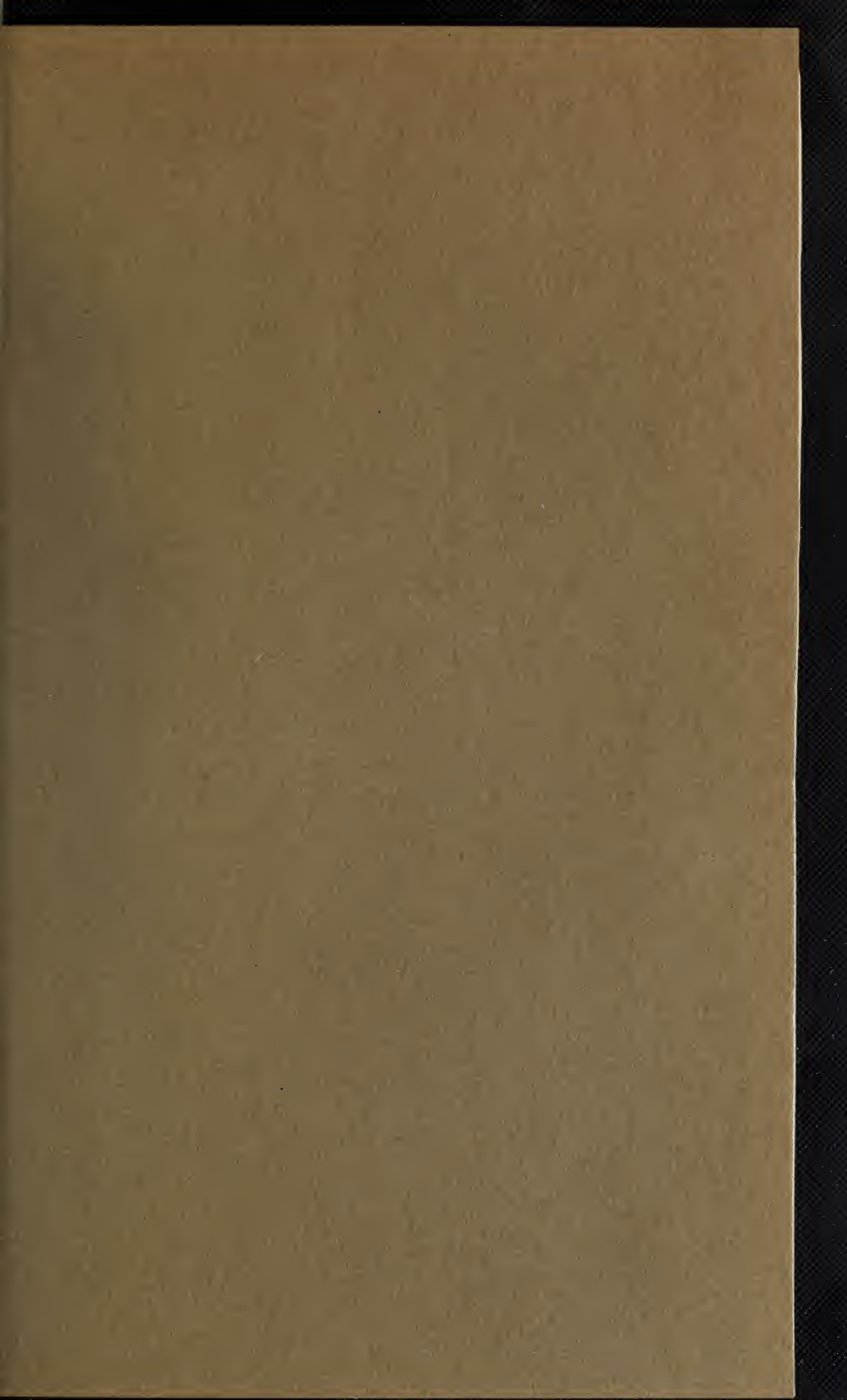
Many alumni wil regret to lern of the death of Mrs. Carter Harris, which occurd at her home in Normal on November 7. For so many years Mrs. Harris was practically the official cateress for the institution, serving the banquets for the literary societies and other important occasions. In this capacity she was almost as wel known to the student body as members of the faculty.

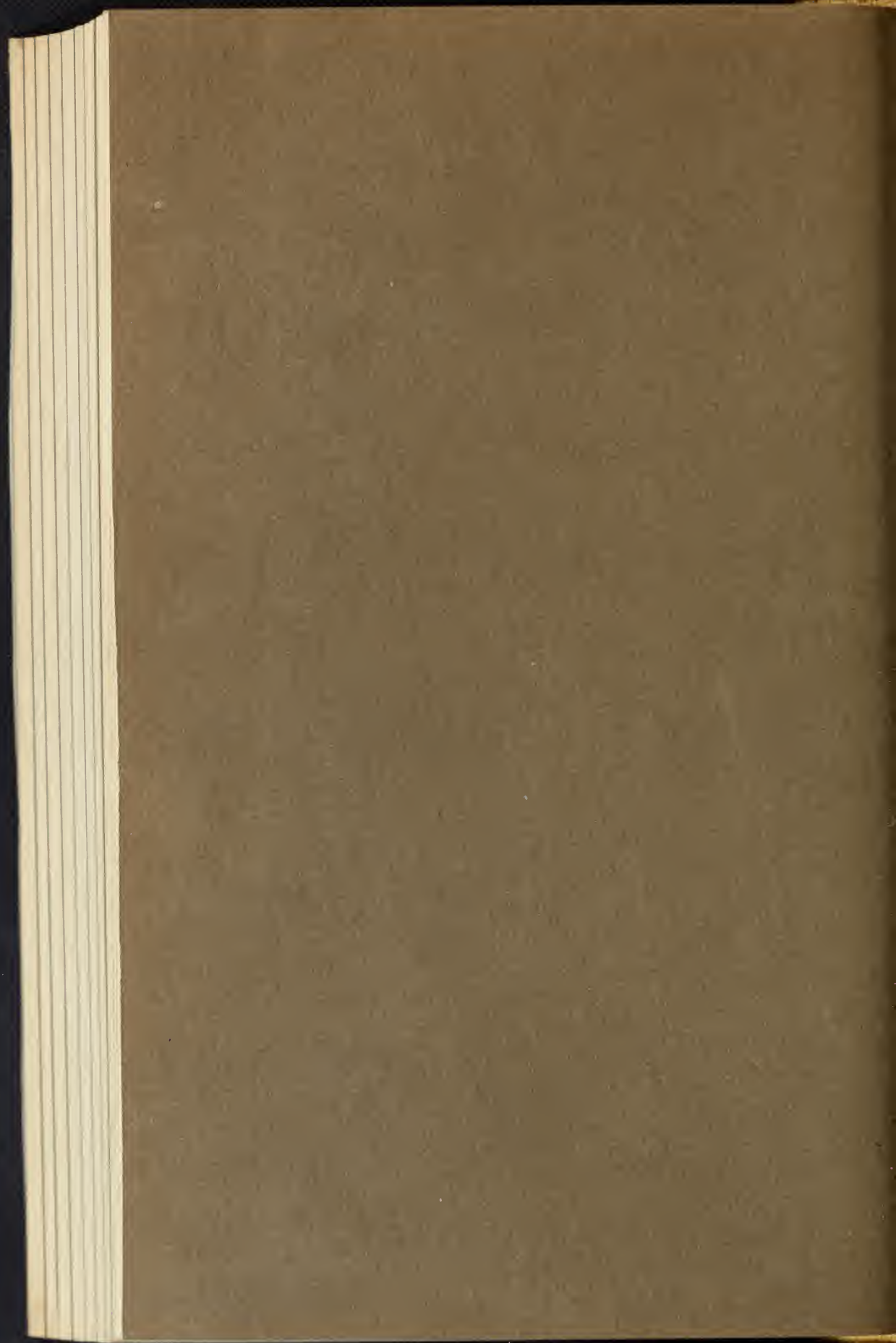
Mrs. Harris' maiden name was Ida May Gates. She was born in Jackson, Tennessee, in 1858, and came to Normal in 1879. For ten years she livd with the family of Professor Thomas Metcalf, and in 1889 was married to Mr. Harris. Since her marriage she has been much in demand as a cateress, not only by the University and its various organizations, but by many people in Normal and Bloomington and surrounding cities. In fact her final illness was brought on by overwork in trying to fill the many engagements that came to her.

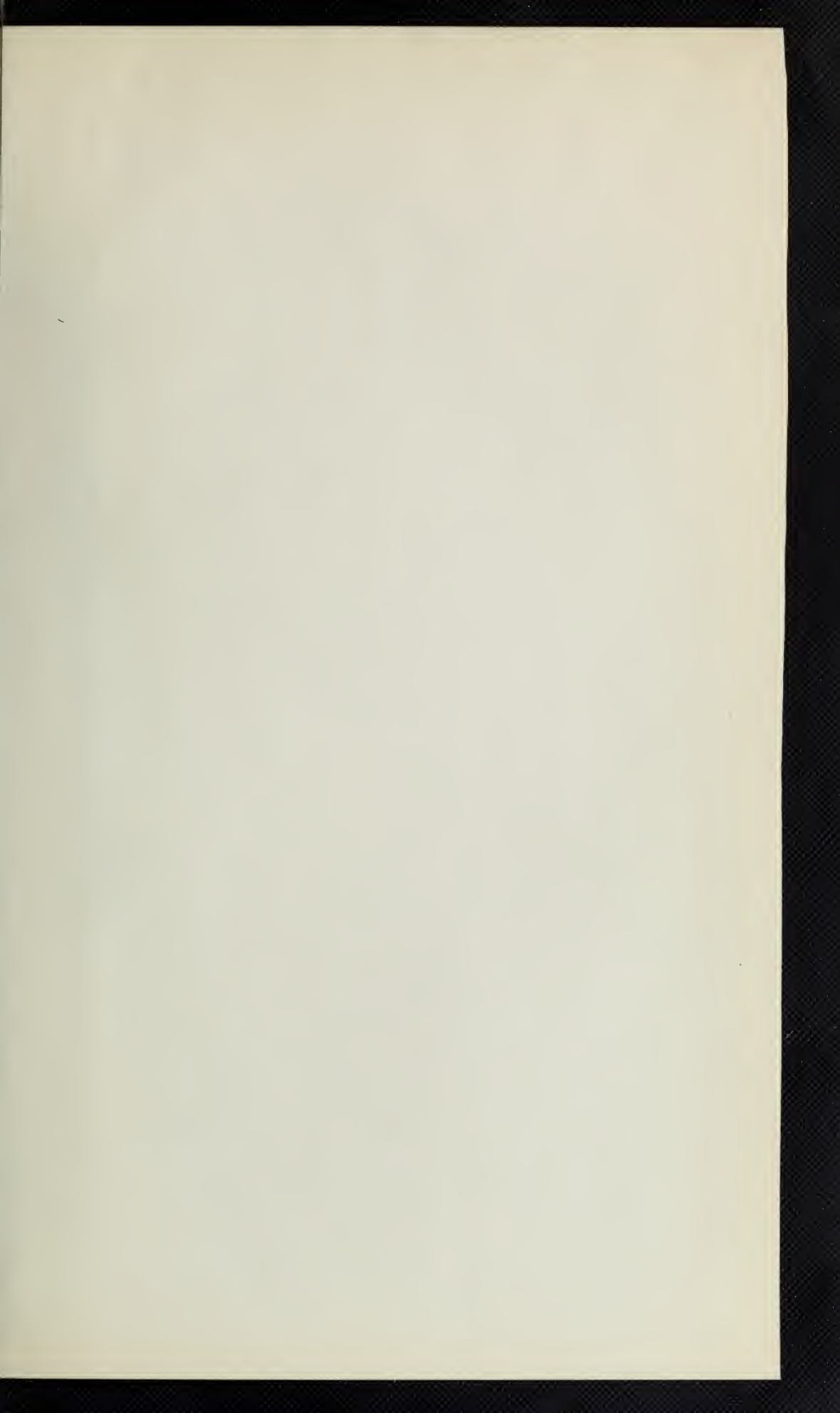
Her husband is her sole surviving relativ, altho she had many friends in Jackson, Tenn., whom she visited frequently during her life at Normal. Mr. Harris is left practically without any relativs but he has the sincere sympathy of a host of friends in his great sorrow. He is stil serving as janitor for one of the bildings of the University.

Thomas Yates

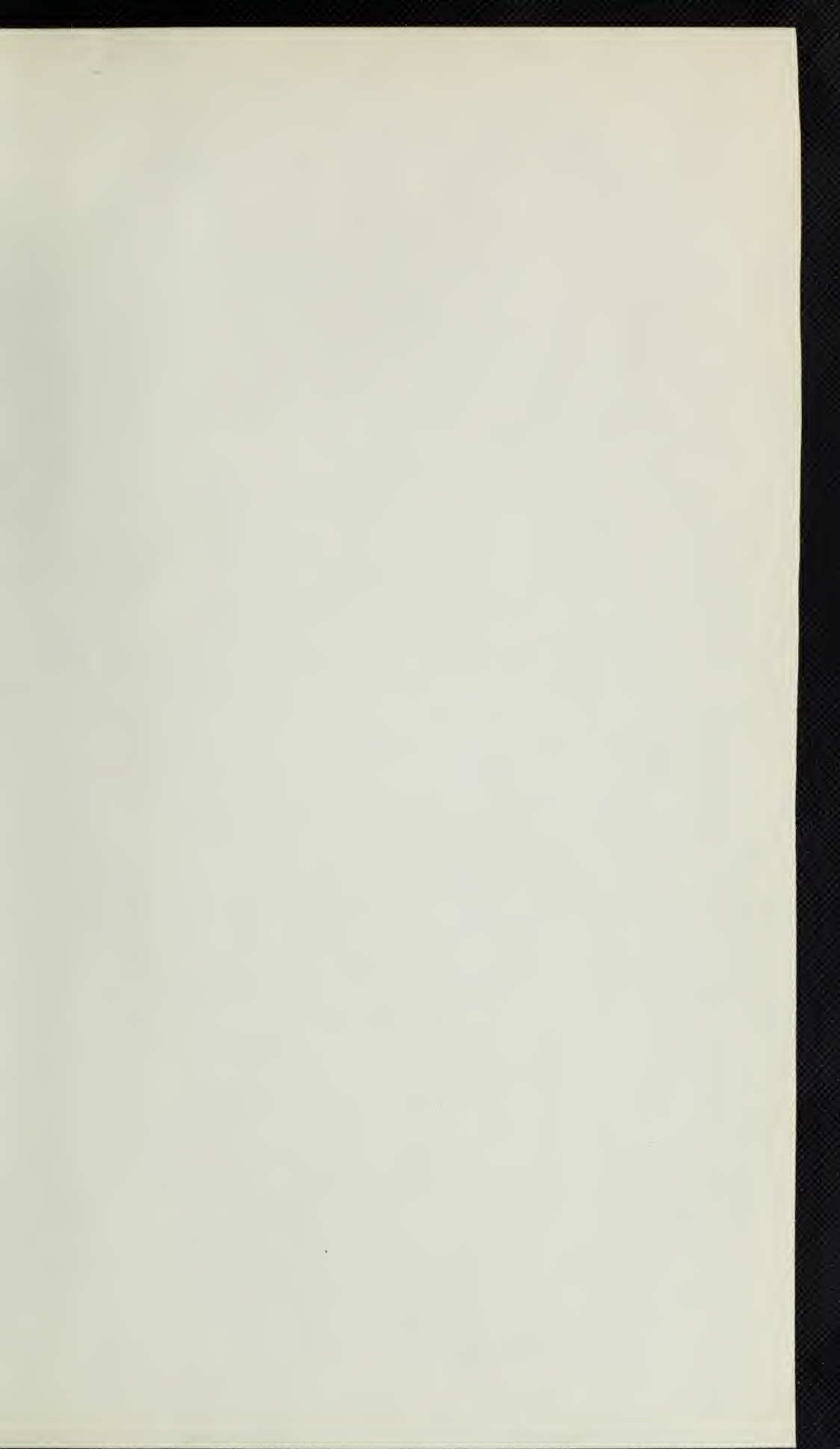
*The deth of Mr. Thomas Yates, who was the husband of Margaret Triplet, H. S. '07, on December 5, wil come as a shock to many alumni. Mrs. Yates wil be rememberd as a niece of President Felmley, and a very attractiv and popular student. She married Mr. Yates shortly after her graduation at Normal and they had been living at Griggsville, Ill., since Mr. Yates was a graduate of the University of Illinois and the possessor of considerable welth. His deth was due to meningitis resulting from an operation.

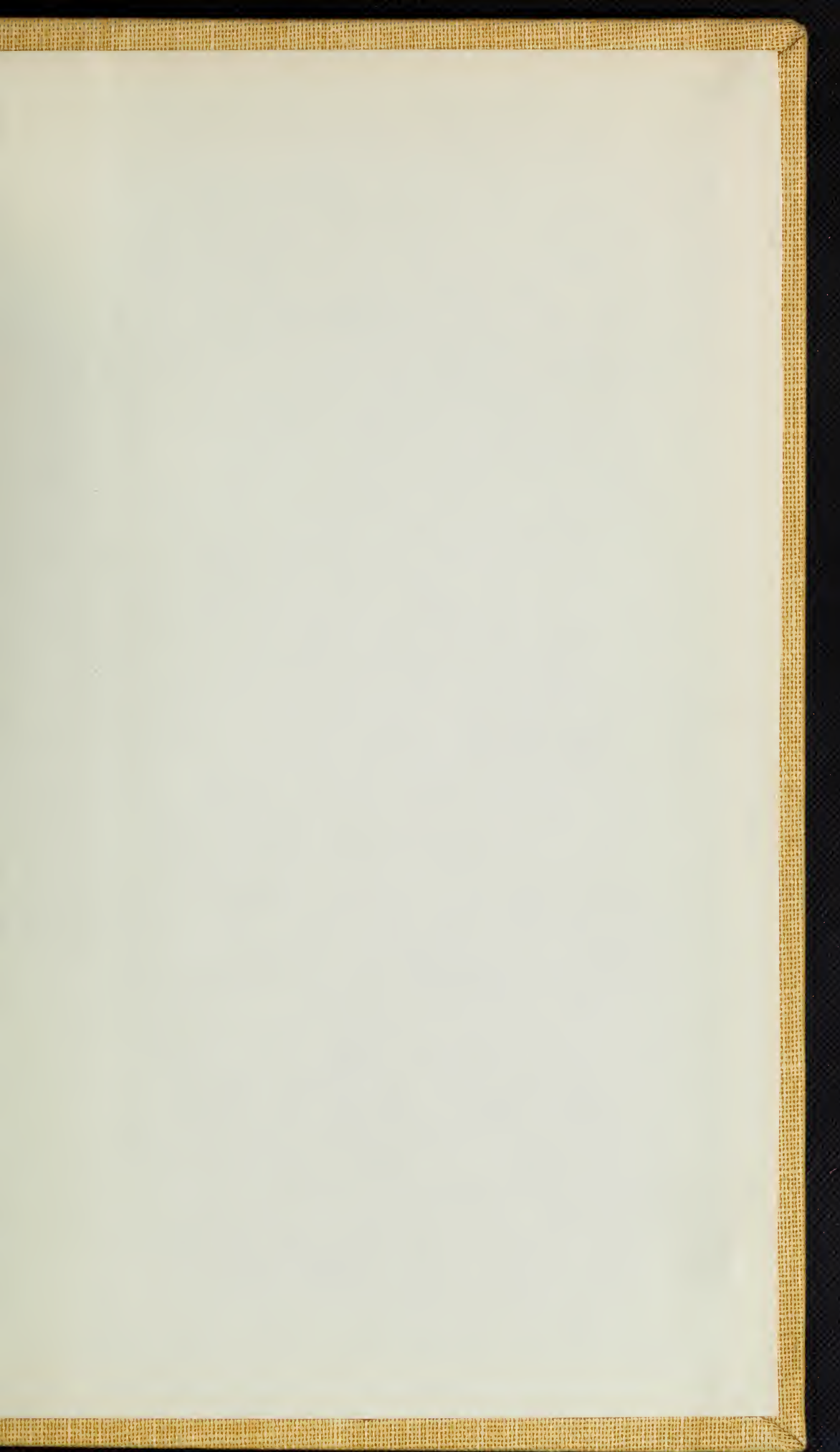












UNIVERSITY OF ILLINOIS-URBANA



3 0112 110191852